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ABSTRACT

This annotated bibliography contains 192 items on program planning, educational trends, legislation, and other matters within or relevant to the preparation of adult educators. General topics and national surveys appear in two brief opening chapters. The next two deal with formal education through graduate study and short courses, and with the training of volunteer adult educators, persons working with disadvantaged groups, and human services paraprofessionals. Other chapters cover personnel characteristics and data (eight items), role perceptions (36 items), educational and training needs of educators and other groups (16 items), staff recruitment and selection (eight items), staff evaluation (seven items), and instructional materials (18 items). Also included are instructions for ordering ERIC documents, and a list of ERIC/AE publications. (LY)

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PERSONNEL DEVELOPMENT IN ADULT EDUCATION

Current Information Sources, No. 31

August 1970

ERIC Clearinghouse on Adult Education

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August 1970

INTRODUCTION

This annotated bibliography covers documents on personnel development in adult education flowing through the ERIC Clearinghouse on Adult Education (ERIC/AE) during the past 18 months. Many have been announced in Research in Education or in Current Index to Journals in Education, the best sources for keeping up with current literature in this field. These two abstract journals are now widely available in education libraries, universities, and school systems. Both of these catalogs should be scanned regularly to be informed of the latest literature on this subject.

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We have sorted the entries very roughly into broad categories, but, since some documents relate to several categories, we recommend a quick scanning of the entire list.

Most entries related to personnel development in adult education which appeared through the April 1970 issues of Research in Education and Current Index to Journals in Education have been assembled in this publication.

Availablility of documents. Many items come from standard journals, commercial publishers, or are available from their original sources. Many others, those with "ED" numbers, are available from the ERIC Document Reproduction Service in microfiche or printed copies. Please read carefully the note on availability and instructions for ordering from EDRS on page 92.

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I. GENERAL

ADULT EDUCATION AND ANTHROPOLOGY. Griessman, B. Eugene and Dolan, Robert J. Paper presented at the Spring Lectures and Forums on the Behavioral Sciences and Adult Education, Department of Adult Education, North Carolina State University, Raleigh, May 1967. In Adult Leadership; v17 n8 p341-3+. February 1969.

This paper indicates several subject areas where the dominant concerns in approaches of anthropologists and adult educators are strikingly parallel: the perspectives of both are interdisciplinary; both tend to analyze human groups as social systems in terms of structure and function; both fields view education as a means of social control and as a total life experience.

EDUCATING THE ADULT EDUCATOR: PART 2. TAXONOMY OF NEEDED RESEARCH; REPORT FROM THE ADULT RE-EDUCATION PROJECT. Kreitlow, Burton W. Wisconsin University, Madison, Wisc. Center for Cognitive Learning. EDRS Order Number ED 023 031, price MF $0.25, HC $1.45. 27p. May 1968.

This theoretical paper is the concluding part of an extensive two- part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application -- learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used: (1) the adult as an individual and as a learner, (2) the adult's response to sociocultural phenomena, and (3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions.

ADULT EDUCATION IN TRANSITION: A STUDY OF INSTITUTIONAL INSECURITY. Clark, Burton R. Available from University of California Press, 223 Fulton St., Berkeley, Calif. 94720. 166p. 1968.

Field research for this sociological study of educational administration and institutional change was conducted during 1952-53. The general finding of the study was that adult schools in California

have gradually taken on a service character. Programs are highly adaptive to the expressed interests of students and community groups, and the schools are closely related to their clientele. Strong evidence of this tendency lies in the way in which classes are initiated and maintained, the basis for hiring and firing teachers, the duties of administrators, and the content of administrative doctrines. The effects of the marginal position of adult education within the public school system, the nature of the purposes of adult education since the 1920's and of their influence on the adaptive behavior of organizational leadership, and a specific set of operating pressures that stem from state legislation and problems of student clientele, are the major reasons for this service orientation.

STAFF DEVELOPMENT WORKSHOP ON ADULT TRAINING PROGRAMS (Report of proceedings, Ottawa, March 18-19, 1966). Canada. Department of Citizenship and Immigration, Ottawa (Ont.). EDRS Order Number ED 011 093, price MF $0.50, HC $3.80. 74p. 1966.

Reports from a staff development conference on adult training programs held in Ottawa, Canada, 1966. Participants included trade and occupational instructors, basic education instructors, and trainers in industry and technology institutes. The following topics were discussed -- the role of government, industry, professional organizations, and universities in adult training programs, responsibility for financial support, qualifications of administrators, qualifications of teachers, teacher training and certification, the need for upgrading and updating teachers in technical schools and industry, and the need for inservice training for vocational instructors. Recommendations were made on these topics from each of the working groups.

EMPLOYEE TRAINING IN THE FEDERAL EXTENSION SERVICE. U.S. Department of Agriculture, Washington, D.C., Federal Extension Service. EDRS Order Number ED 032 486, price MF $0.25, HC $0.90. 16p. 1966.

The regulations for employee training of the Federal Extension Service of the U.S. Department of Agriculture are enumerated in this manual. The responsibility for employee training, factors for selection of employees for training, procedures for authorization of training, and contributions and awards for training are described. Provisions for full-time, short term or part-time study leave are detailed. Arrangements for payment of expenses, and of salary during the period of study, are outlined. These regulations cover training in both government and nongovernment facilities.

SPECIALIZATION AND LEADERSHIP. Godbey, Gordon C. In Adult Leadership; v18 n2 p51-52. June 1969.

The need for leadership in an age of specialization presents problems for the adult educator, as he must be a specialist in two fields (subject matter and education), and a generalist also. Such requirements can only be met through continued learning.

CHALLENGE TO THE UNIVERSITY; AN INQUIRY INTO THE UNIVERSITY'S RESPONSIBILITY FOR ADULT EDUCATION. NOTES AND ESSAYS ON EDUCATION FOR ADULTS, 35. Burch, Glen. Center for the Study of Liberal Arts for Adults, Boston, Mass. EDRS Order Number ED 028 407, price MF $0.50, HC $4.35. 85p. February 1961.

An exploration was made of trends in continuing education at the University of California (Berkeley and Los Angeles), Michigan, Michigan State, Oregon State, Wayne University, Illinois, Harvard, New York University, the University of Chicago and several other universities. The university was discussed as basically a community of scholars, and an assessment was made of what its role is, or should be, in society. Examples were provided of conventional extension education, broadly based educational services, and professional and general continuing education. Certain issues faced in organizing for service were examined: whether such service is to be integral or peripheral; whether to stress formal credit programs or informal noncredit work; whether programs will be centralized or decentralized; whether faculty members or nonfaculty will be used and on what basis, and whether services should be subsidized or required to be self-supporting. A trend was seen toward greater cooperation, and in some cases coordination, in relationships with other universities; instances of both were described. Finally, a four-dimensional educational system, incorporating continuing education with primary, secondary, and higher education, was urged.

FACTORS INFLUENCING PERCEPTIONS OF THE IDEAL ADULT VOCATIONAL PROGRAM FOR PUBLIC SECONDARY SCHOOLS. Frank, Harry Elmer, Jr. Florida State University, Tallahassee, Fla. University Microfilms, Order Number 68-13,242, price MF $3.00, Xerox $7.00. Ed.D. Thesis. 148p. March 1968.

To ascertain the influence of selected situational and personal factors on the perception of the ideal adult vocational program for public secondary schools, opinionnaires returned by 388 vocational teachers and administrators in Oklahoma public secondary schools were studied. Opinionnaires contained 38 statements of conditions identified as relevant to such a program by a panel of experts. Statistically significant differences in responses were sought to indicate factors influencing perceptions. Most influential factors appeared to be (1)

having a vocational adult curriculum in the school, (2) teaching or administrative experience, and (3) having a comprehensive adult curriculum in the school. Of some influence were (4) administrative or teaching role, (5) prior academic training in adult education, (6) size of school, and (7) business and industrial activity in the school district. Formal education did not influence program perception.

II. NATIONAL SURVEYS

A STUDY OF ADULT EDUCATION IN THE UNITED STATES. CSLEA RESEARCH REPORTS. Liveright, A. A. Center for the Study of Liberal Education for Adults, Brookline, Mass. EDRS Order Number ED 021 201, price MF $0.75, HC $7.45. Also available from the Adult Education Association, 1225 19th St., N.W., Washington, D.C. 20036, $2.00. 147p. 1968.

Based on information gathered in 1965 and 1966 for the United States Office of Education, this study of adult education in the United States begins with a definition of terms and of underlying educational philosophy, then reviews the history of American adult education, current patterns of participation, the adult education profession (including research and the training of adult educators), the nature and scope of Federal activities and policies, the present state of adult education activities by the mass media and other non-Federal groups and institutions, and areas of concern in the changing field of adult education. Recommendations for action are set forth in such areas as data reporting, research design, information dissemination, innovation and experimentation, interagency cooperation and program coordination within the Federal government, and the recruitment, development, and training of qualified personnel.

PART E -- EDUCATION PROFESSIONS DEVELOPMENT ACT OF 1967. Reitz, J. Wayne. EDRS Order Number ED 028 718, price MF $0.25, HC $0.25. 3p. 3 March 1969.

The first funding of fellowships, institutes, and special projects under Part E of the Education Professions Development Act of 1967 was announced in January 1967. The Act is designed to help train "persons who are serving or preparing to serve as teachers, administrators, or educational specialists in institutions of higher education." The actual amount made available was $6,900,000, of which $2,000,000 was for fellowships and $4,700,000 for institutes and special projects. Under these grants, fellowship and training programs will be conducted at higher education institutions in 45 states and the District of Columbia in Summer 1969 and during the 1969-70 academic year. A large amount of the funds will train personnel for community colleges and support training directed to the needs of the disadvantaged. For fiscal year 1970, the President's budget message includes $5,000,000 for institutes and special projects, and an equal amount for fellowships under the same legislation.

ABLE PEOPLE WELL PREPARED: THE ADULT EDUCATION AND THE MASS MEDIA FELLOWSHIP PROGRAMS -- 1952-61 OF THE FUND FOR ADULT EDUCATION. Shilen, Ronald. Fund for Adult Education, White Plains, N.Y. EDRS Order Number ED 028 370, price MF $0.50, HC $3.85. 75p. 1961.

The Fund for Adult Education (FAE) was established by the Ford Foundation as an independent organization in 1951 and existed for a decade; its purpose was to support programs of liberal adult education which contribute to the development of wise and responsible citizens for a free society. In the first year, the Fund began a program of study and training awards and grants to individuals in the fields of adult education and mass communications. Recipients within these two parts of the Fund's Fellowship program were professionals, semi-professionals, or lay adult leaders from a variety of occupations such as labor, schools, clergy and government. This volume confines itself to the development and growth of these Fellowships. The Directors of the Fund place high importance upon the Fellowship program, attested to by the appropriations of $1,968,000 and the way they took part in it through Board committees. These awards have done much to advance the idea and practice of continuing liberal education in the United States, as well as promote the concept of the field's being worthy of the best talents and preparation. (Participants in the National Selection Committees, grantees, and summary data are included.)

CONTINUING EDUCATION; A STATEMENT OF POLICY AND RECOMMENDATIONS BY THE REGENTS OF THE STATE OF NEW YORK. POSITION PAPER, 4. New York State Education Department, Albany, N.Y. EDRS Order Number ED 032 505, price MF $0.25, HC $1.35. 25p. May 1969.

Proposals are set forth for New York State financial aid to adult basic, secondary, Americanization, and occupational education; funding of community service and continuing higher education; development of instructional materials, leadership, and staff; and a study of continuing education in colleges, universities, and other community and cultural organizations. Guidelines are offered for client participation, multi-agency cooperation, community education centers, and other aspects of new state programs. The document includes six tables and a list of position papers.

WORKERS IN ADULT EDUCATION, THEIR STATUS, RECRUITMENT, AND PROFESSIONAL TRAINING. Jessup, F. W. Council of Europe, Strasbourg (France). Council for Cultural Cooperation. European Bureau of Adult Education, Bergen Nh. (Netherlands). Available from the Manhattan Publishing Company, 225 Lafayette St., New York, N.Y. 10012. 102p. May 1966.

A pilot study prepared for the Council of Europe compares adult educator status, recruitment, and professional training in France, Flanders

(Belgium), West Germany, the Netherlands, Norway, and the United Kingdom. Major concerns include salaries and benefits, qualifications, inservice training, sponsoring bodies, attitudes toward formal staff training, the legal status and public esteem of adult education programs, and suggestions on program expansion and development. The report calls for steps to anticipate and meet training and recruitment needs, increasing liaison with other branches of education, improving salaries and benefits, fostering professional associations, promoting international information exchange, and conducting methodological research, audiovisual activities, and additional comparative surveys. The document includes an appendix on training courses offered by the University of Manchester, the University of Nottingham, and social academies in the Netherlands.

CENTRAL TRAINING COUNCIL SECOND REPORT TO THE MINISTER OF LABOUR. Hunter, John. Great Britain. Ministry of Labour. Central Training Council. Great Britain. House of Commons. Available, for 3s., from Her Majesty's Stationery Office, London. 35p. June 1967.

In its first three years, the Central Training Council has set up 18 Industrial Training Boards and guided them on such matters as trainer, management, and clerical training. The Boards administer a grant and levy system to distribute equitably the cost of training and to ensure that training is adequate, recommend the syllabus and training methods to be used, and set down flexible training outlines in fields where precise guidelines are not desirable. One of the Boards' innovations is the decision that craft skills be identified by the module of time needed to learn a given skill, based on the capacities of each trainee and the requirements of his employer. Modules can also be used to modify initial training later in the craftsman's career. The Boards have established off-the-job-training centers, group training schemes, and encouraged general education through paying training grants only to firms offering day release to employees. In the future, the Board will assess trainees' progress and the standards of training provided by the firms, investigate the training problems of small firms, and develop adult training and retraining programs.

LA FORMATION DES CADRES DE L'EDUCATION POPULAIRE EN FRANCE (BUILDING FOUNDATIONS FOR MASS ADULT EDUCATION IN FRANCE). Lengrand, Lucienne. In Convergence; v2 n1 p55-60. 1969. Text in French. Abstracts in English, Spanish, and Russian.

The new concepts of "animation" and "animateur" (roughly, community development and developer) are changing adult education in France. The theory of animation rejects the authoritarian relationship of teacher to student; based on group experience, it stresses the democratic nature of learning in adult education. There are 2,000

animateurs working on nongovernmental organizations in France, but rapid social changes indicate that the need will be for 50,000 by 1985. Various government ministries have set up one to two week courses to train volunteer animateurs for national programs such as the residential centers for sports and physical education. For professional animateurs, courses of six to nine months lead to a diploma. Voluntary organizations, which generally undertake their own training, often cooperate with a government department in joint programs.

A CRITICAL APPRAISAL OF SELECTED FINNISH FOLK HIGH SCHOOLS. Leskinen, Heikki Ilmari. Indiana University, Bloomington, Ind. University Microfilms, (Order Number 69-7691, MF $4.75, Xerography $16.65). Ph.D. Thesis. 370p. 1968.

This study sought to describe fully the historical development of the Finnish folk high school movement, to identify the goals and principles of present provincial folk high schools and how they are expressed in the practice of adult education, and to investigate how such schools use goals and principles stressed by the Bureau of Studies in Adult Education, Indiana University. Origins of the movement (1868-89), the rise of folk high schools (1889-1918), developments in independent Finland (1918-66), and the growth of folk academies, Christian, labor oriented, and other types of folk high schools (including those of Swedish speaking citizens) were documented. In addition, analytical data were obtained from questionnaires completed by 14 provincial folk high school principals and 90 teachers. Findings showed, among other things, that those educational goals and principles stressed by the Bureau of Studies in Adult Education were generally accepted by the majority of the principals, are used in many provincial folk high schools, and receive considerable emphasis in teachers' and principals' training programs in adult education.

TRAINING ADULT EDUCATIONISTS IN YUGOSLAVIA. Savicevic, Dusan. In Convergence; 1(1)/69-75, March 1968. 7p.

Training for full and part-time adult educators in Yugoslavia to carry out the idea of continuous learning is provided at advanced people's and workers' universities, through courses and seminars, summer sessions, or a two-year Correspondence School sponsored by the Association of People's Universities of Croatia. Several universities offer a year's course in the theory of adult education, and a few have second and third year classes. There are also M.A. and Ph.D. programs in the field of adult education. During the last ten years a number of adult educators have traveled abroad, studying the experiences of other countries and comparing these programs with their own.

THE CZECHOSLOVAK STANDARD SYSTEM OF TRAINING OF ADULT EDUCATORS. Kulich, Jindra. In Convergence; 1(1)65-68, March 1968. 4p.

The Czechoslovak Standard System of training full-time and part-time adult educators is the only known attempt at a comprehensive nation-wide training system. Designed to train adult educators and cultural workers who are active in the informal out-of-school system of adult education, its provisions do not apply to teachers of adults employed in the public school and factory systems which are concerned exclusively with formal academic and vocational upgrading of adults. It provides training at four levels -- training of full-time adult educators at the technical secondary school and university levels, ideological, political, and technical inservice training of full-time adult educators, training of volunteers, and preparation of future intelligensia for voluntary work in adult education. There are five main areas of specialization -- general adult education, popular art creativity, public libraries, museums and local history, and care of historical monuments and nature conservation.

ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES. Badger, C. R. In Adult Education (Australia), 11(2)/6-19, December 1966. 16p. 1966.

This article supports the 1966 recommendation of the Australian Universities Commission in proposing that Federal funds should not be given to universities for adult education programs not specifically related to the work of the university, or not conducted at the proper academic level. Universities are urged instead to engage in (1) critical investigation and evaluation of adult education activities, (2) relevant educational, motivational, and sociological research, and (3) training of highly qualified professional adult educators.

THE ROLE AND TRAINING OF ADULT EDUCATORS IN CZECHOSLOVAKIA. Kulich, Jindra. British Columbia University, Vancouver, B.C. This masters thesis is published by, and is available from, the Publications Centre, University of British Columbia, Vancouver 8, B.C., for $2.50. 138p. 1967.

The organization, management, form, and content of the unique standard national training system for adult educators in Czechoslovakia and the role of the adult educator in the communist state are examined in this study. Full-time adult educators are trained at both the university and secondary technical levels. Three universities and three secondary librarianship schools have full departments of adult education offering full-time and extra-mural programs in general and adult education and related fields. Qualifications for full-time adult educators are prescribed by the central planning authorities but actual qualifications often do not correspond to the required standard. Volunteers are

trained in a standard Basic Adult Education Course and advanced courses have been established on an experimental basis. The preparation of young intelligentsia to serve as volunteers is emphasized. The development of research in adult education suffered a serious setback between 1950-1956 but since 1958 has been revitalized. Recent developments indicate increasing professionalism in the field.

FUNCTIONS AND COMPETENCIES OF ADULT EDUCATORS IN AUSTRALIA. Durston, Berry H. In Australian Journal of Adult Education, 7(2)/11-19, December 1967. 9p.

A survey was conducted on the general functions, competencies, and learnings of adult educators in Australia. The 36 respondents (full-time professionals with primary responsibility for adult education programs, holders of appointments in departments of adult education or extension, and adult education specialists on the staffs of state education departments or other agencies) tended to view the devising, planning, and promotion of programs as their major tasks. Most (32) spent about half their time or more on program administration and organization. About 70 percent of respondents edited and prepared reports of proceedings and conducted research in adult education and other disciplines as part of their duties. Other duties were audio-visual work, correspondence course planning, library supervision, migrant and higher education, and festivals and exhibitions. Competencies stressed included skills in administration, organization, and teaching, certain personal and social values and qualities, broad academic knowledge, and professional training in such areas as psychology, sociology, and educational administration.

AUSTRALIAN AGRICULTURAL EXTENSION CONFERENCE, 1962, REVIEWS, PAPERS, AND REPORTS. Commonwealth Scientific and Industrial Research Organization, Melbourne (Australia). EDRS Order Number ED 018 707, price MF $1.50, HC $18.65. 371p. February 1963.

In this report of an Australian technical conference on agricultural extension, emphasis is placed on case studies and research applicable to professional extension work, including farmer contacts and such supporting activities as liaison work and course work in the behavioral sciences. The first section describes services in each state and in the Northern Territory, New Guinea, and New Zealand. The next three sections cover comparative extension in Australia, Europe, and the United States, special problems relating to Australian pastoral and other industries, and the work and problems of district advisors. The role and significance of commercial firms and private advisory services (including farm management clubs) in farm management extension are documented in the fifth section. Other sections deal with program planning, group methods and demonstrations, television and other mass

media, the relationship between extension and regulatory services and research extension liaison, research in communications, adult learning, decision making, and program evaluation, aspects of professional training (higher education, inservice training, international aid), and postconference reports by overseas visitors and organizing committees.

TRAINING FOR ADULT EDUCATION IN AFICA: PAPERS FROM THE FOURTH CONFERENCE OF THE AFRICAN ADULT EDUCATION ASSOCIATION (KHARTOUM, SUDAN, 28 DECEMBER 1968 - 4 JANUARY 1969). African Adult Education Association, Lusaka (Zambia). EDRS Order Number ED 031 666, price MF $0.75. Not available in hard copy due to marginal legibility of original document. 158p. 1969.

A collection of documents from the Fourth Conference of the African Adult Education Association includes minutes of the general meeting and discussion groups, the secretary's annual report, and some of the papers presented at the conference. The primary emphasis was on personnel training, and most of the papers dealt with training techniques and the programs of particular countries or institution. Illiteracy, night schools, part-time teachers, community development, inservice training, and the folk school approach were among topics receiving particular emphasis. Diploma programs in adult education were described. Some comparisons between European and African personnel training and adult education were made.

III. FORMAL EDUCATION

A. GRADUATE STUDY

AN ANALYSIS OF SEMINARY COURSES SPECIFICALLY DESIGNED TO PREPARE SEMINARY STUDENTS TO ASSIST ADULTS TOWARD CHRISTIAN MATURITY THROUGH THE ADULT EDUCATION PROGRAM OF A LOCAL CHURCH. Leypoldt, Martha. Indiana University, Bloomington, Ind. University Microfilms, (Order Number 65-2378, MF $5.95, Xerography $21.20). Ed.D. Thesis. 468p. 1964.

This study aimed at the nature of, historical significance of, and reasons for adult education courses in the seminary curriculum. Examined were the perceived significance of the content of these courses, and the areas of instruction which, according to a comparison of the findings of the study and criteria developed by a panel of experts, needed improvement. The panel of experts presented two criteria for the resources to be used in the course of Christian adult education and the professors of twelve selected seminaries chose resources that were applicable to the achievement of the stated objectives. Forty-seven of the 88 accredited seminaries in the United States and Canada offered a course in Christian adult education. Four areas of concern needed strengthening in the adult education training courses in the twelve seminaries selected for intensive analysis. Nine kinds of class organizational patterns were used by the twelve professors whose work was analyzed intensively. The topical approach and the dealing with issues or problems were the two approaches used most frequently.

COMPETENCIES IN ADULT EDUCATION OF SELECTED EPISCOPAL PRIESTS, WITH IMPLICATIONS FOR THE SEMINARY CURRICULUM. Croft, Frederic Ashbrook. Indiana University, Bloomington, Ind. University Microfilms, (Order Number 65-3472, MF $3.00, Xerography $8.60). Ph.D. Thesis. 187p. 1964.

This study sought to identify and anlyze the adult education competencies (knowledge of adult characteristics, use of suitable teaching techniques,knowledge and use of educational goals and objectives and evaluation practices) of selected Episcopal priests, and to determine implications for the training of priests either in the seminaries or in adult education institutes and training programs. A questionnaire survey was made of 378 priests in the 30-40 age bracket, of whom 70% responded. Conclusions were that the priest is the key figure in much of the educational activity of the parish but is poorly trained for his educational task; that he depends too much on lectures with question and answer periods; that the priest is insecure in teaching

adults and uninformed on the nature of the adult learner; and that seminaries are not doing an adequate job in training priests in adult education. Further research and adult education training in seminaries, revision of the present Canon on Christian education, and more financial and training assistance from the National Department of Christian Education, were called for.

TRAINING THROUGH TELEVISION. Styler, W.E. In Adult Education (London); v41 n5 p291-4. January 1969.

The Hull University Television Studio was used by the Department of Adult Education in the later stages of one of its teacher training courses. This document discusses the value and shortcomings of the experiment.

A GRADUATE PROGRAM IN PHARMACEUTICAL EXTENSION. Blockstein, William L. and Lemberger, August P. In American Journal of Pharmaceutical Education; v30 n3 p473-7. November 1966.

Noting that much of the past and present activity in pharmaceutical continuing education has been largely technique oriented rather than educationally oriented, the authors discuss the newly operationalized graduate program in Pharmaceutical Extension at the University of Wisconsin which is put forth as the model for developments elsewhere. The program appears to hold promise for the development of well prepared specialists in adult education who have considerable depth in one of the traditional divisions of pharmacy. It will be supported by research assistantships. The graduates of the program can expect to find careers in academic units, in professional associations, or in industrial organizations.

A STAFF DEVELOPMENT PROGRAM FOR THE EXTENSION DEPARTMENT, THE UNIVERSITY OF BRITISH COLUMBIA. OCCASIONAL PAPERS IN CONTINUING EDUCATION, NO. 2. Blaney, John P. British Columbia University, Vancouver, Department of University Extension. EDRS Order Number ED 026 571, price MF $0.25, HC $1.20. 22p. November 1968.

The newly formulated staff development program for professional university adult educators at the University of British Columbia entails the establishment of basic competencies, a seminar and independent study (selected readings) program, and regular staff seminars to help to enable supervisors to clarify and practice new learning. Basic tasks and professional competencies of extension supervisors include

setting program objectives, identifying student needs, determining evaluation procedures, selecting content, processes, resources, and facilities, evaluating the program as a whole, and reporting and other administrative procedures. The independent study outline matches specific readings or groups of readings to specific tasks and competencies.

TEACHERS OF ENGLISH AS A SECOND LANGUAGE: THEIR TRAINING AND PREPARATION. Perren, G. E., Editor. British Council, London (England) English-Teaching Information Centre. Available from Cambridge University Press, American Branch, 32 East 57th St., New York, N.Y. 10022 ($5.50). 233p. 1968.

This book brings together summaries of British thinking and experience in the field of teaching English as a foreign or second language. It is partly in the form of reports on successful projects (in Africa and India) drawing out the implications for future practice, partly in the form of more general discussion. Contents include (1) "The Training of Teachers of English as a Second Language in Africa," by J. A. Bright, (2) "Training Teachers of Adults," by H. A. Cartledge, (3) "Advanced Study and the Experienced Teacher," by S. P. Corder, (4) "Teaching Practice," by A. S. Hornby, (5) "Training and Study Centres in Britain," by W. R. Lee, (6) "The Literary Element in Teacher Education," by Bruce Pattison, (7) "Training to Teach in English," by G. E. Perren, (8) "In-Service Training for Teachers of English in Developing Countries," by D. A. Smith, and (9) "Improving the Teacher's Own English," by Peter Stevens. Also included are brief biographical details of the authors and a selected bibliography.

SOME UNFINISHED BUSINESS IN CONTINUING EDUCATION. "FROM THE DEAN'S DESK." Winters, Clifford L. University College, Syracuse University, Syracuse, N.Y. EDRS Order Number ED 028 321, price MF $0.25, HC $0.45. 7p. January 1969.

Continuing education programs are criticized for their lack of creative program planning, inadequate staffing, insufficient funding, and weak professional organizations. It is suggested that graduate programs in continuing education need to appeal to and develop professionals who are applied social scientists, have a working knowledge of educational tools, and have extensive experience with adults, in order to upgrade faculty for development of creative programs. Funds need to be sought to finance research on community educational needs, scholarships, and educational expension and replacement. Strengthening and unifying professional organizations can provide an effective tool for solving such problems. Continuing higher education has good administrators, budget management, and organization of professional literature, from which to draw strength for necessary improvements.

SUMMARY REPORT OF THE 1967 ANNUAL MEETING OF THE COMMISSION OF PROFESSORS OF ADULT EDUCATION, PHILADELPHIA, (NOVEMBER 14-15, 1967). Russell, George D. EDRS Order Number ED 023 003, price MF $0.25, HC $2.05. 39p. 1968.

Sessions of the 1967 annual meeting of the Adult Education Association (AEA) Commission of Professors of Adult Education dealt mainly with instructional methods, staff and participant recruitment, comparative adult education, proposals for a theory-building institute and a national "skill bank," simulated materials for training public school adult education administrators, graduate programs in adult education, and activities of other bodies (Education Commission of the States, American Society of Training Directors, ERIC Clearinghouse on Adult and Continuing Education, Center for the Study of Liberal Education for Adults). The Commission's role in AEA, its larger role in advancing adult education in society, and the professional development of professors of adult education were discussed in the business session. Creation of a study committee was recommended.

A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY. Baker, Michael R. Indiana University, Bloomington, Ind. School of Education. EDRS Order Number ED 011 097, price MF $0.50, HC $5.95. M.S. Thesis. 117p. Appendixes. September 1966.

The Bureau of Studies in Adult Education was founded at Indiana University in 1947 and assigned the task of providing off-campus non-credit courses in adult education. The Bureau began by providing field services, ranging from assistance to local communities on adult education problems to providing general adult educational activities. It started a research program which examined how adults learn effectively, and the conditions that promote learning in practical situations. Between the years 1947 and 1952, the Bureau grew to a staff of 5, and became a multisponsorship operation. It initiated formal adult education courses at the graduate level at Indiana and introduced a newsletter on adult education. Between 1952 and 1958, the Bureau experimented with an institutional approach to adult education, stressing research on adult learning. It developed a graduate program for adult educators. The expansion years for the Bureau were 1958 to 1965, when it conducted more adult education research than did any other college or university adult education department, e.g. alcoholism, mental health, gerontology, and fundamental and literacy education. Indiana University now has the largest graduate training program of its kind, in adult education in the U.S.

ADULT EDUCATION AS A FIELD OF STUDY AND ITS IMPLICATIONS FOR THE PREPARATION OF ADULT EDUCATORS. Douglah, Mohammed A. and Moss, Gwenna M. In Adult Education; v19 n2 p127-34. Winter 1969.

An attempt is made to clarify and stimulate discussion on some issues involved in development of adult education and the role of graduate programs in contributing to this development. There is confusion regarding objectives of graduate study, which may be partially attributed to a failure to delineate professional roles for which students are being prepared. The authors drew a distinction between adult education as a field of study and as a profession. A model is developed for classifying the various roles in the profession. Identifying specific competencies required for each role and determining the educational experiences to develop these competencies are seen as the next steps prerequisite to development of both field of study and profession.

A SCHEMATIC ANALYSIS OF EXTENSION COURSE PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION. Blanchard, B. Everard. In The New Campus, 20/37-56, Spring 1967. 22p.

A study of extension course programs designed for participants who cannot attend regular instructional classes on campus compared member-institutions of the National Council for Accreditation of Teacher Education (NCATE) and institutions accredited by the regional accrediting associations (NON-NCATE). The participant population was teachers-inservice, and correspondence study was excluded. Concerns of the study were types of extension courses and the number of enrollees, instructor characteristics, and criteria for evaluating courses and library materials used for them. Questionnaires covering these topics were mailed to 443 NCATE and 757 NON-NCATE institutions, which responded at the rate of 62 and 68 percent respectively, representing slightly more than half the national total of NCATE and NON-NCATE institutions. A summary presents general course, student, teacher, and evaluation characteristics and compares the two groups of institutions. So little difference is shown between NCATE and NON-NCATE institutions that the author recommends consolidation of NCATE and all regional accreditation associations.

ADULT EDUCATION AS A FIELD OF STUDY IN CANADA. Tough, Allen. In Continuous Learning, 7(1)/4-14, January-February 1968. 11p.

A survey was made in 1966 of Canadian university courses and programs in adult education and related fields, and of their origins, development, and current status. Two universities -- British Columbia and Toronto -- provided doctoral programs in adult education. British Columbia, Saskatchewan, and Toronto had master's students majoring in adult or continuing education, and British Columbia and Guilph had master's students in extension education. McGill had a master's and a doctoral program in the anthropology of development. Alberta, Manitoba, Sir George Williams, and Laval were either considering or planning a master's program in adult education, community development, or a closely related field. British Columbia, Saskatchewan, Guelph,

and St. Francis Xavier had certificate or diploma programs, and Sir George Williams had an undergraduate program. Single courses in adult education were being offered by Laval, Manitoba and Ottawa. Ten doctoral students, 122 master's students, 250 diploma and certificate students, and 50 undergraduate students were reported. A need was seen for further surveys and reports.

EVALUATION OF A GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, 1965-1966. Kanun, Clara. Minnesota University, Minneapolis. General Extension Division, Minnesota University, Minneapolis. Institute of Agriculture. EDRS Order Number ED 010 856, price MF $0.25, HC $2.40. 46p. Tables. September 1966.

To evaluate the Graduate Professional Improvement Program, jointly sponsored by the General Extension Division and the Institute of Agriculture of the University of Minnesota, a survey questionnaire was administered to participants, their employers, and the faculty. Participants were surveyed both before and after their courses, which included graduate degree credit courses, certificate credit courses, and non-credit seminars. The participants were professional workers in the fields of agriculture and agricultural education, such as extension personnel, agricultural teachers, home economics teachers, forestry personnel, and professional employees in agri- business and industry. There was a consensus that the courses fulfilled the students' expectations and educational needs. More investigation is needed before a final decision can be made about the program. The enrollment was considered to be limited and unrepresentative.

NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY, AN EVALUATION OF THE FIRST 11 YEARS. Worcester, Dean A. Wisconsin University National Agricultural Extension Center for Advanced Study. EDRS Order Number ED 012 417, price MF $0.50, HC $6.25. 123p. July 1966.

The National Association of State Universities and Land Grant Colleges, helped by a grant from the W. K. Kellogg Foundation, established the National Agricultural Extension Center for Advanced Study at the University of Wisconsin in 1955. The purpose was to improve the Cooperative Extension Service by an interdisciplinary program of graduate study, in-service training in administration and supervision, research, and information dissemination. The Center has granted 85 Ph.D. degrees and 83 master's degrees, and has been prominent in the academic upgrading of the Cooperative Extension Service from the county worker to the highest administrative levels. Research has resulted in changes in structural organization of state staffs, in methods of personnel selection and evaluation, supervision, and in state wide program planning. An expanded program should include studies of problems relating to the merging of Extension services to prepare individuals for admin-

istrative responsibilities in merged programs. Appendixes include a roster of Fellows of the center, a listing of staff members, description of publications, and policies concerning center fellowships and supporting graduate research.

COMMUNITY DEVELOPMENT; A DIRECTORY OF ACADEMIC CURRICULUMS THROUGHOUT THE WORLD. Benson, A. E. and Cary, Lee J. Missouri University, Columbia, Mo. School of Social and Community Services. Available from the Department of Regional and Community Affairs, School of Social and Community Services, University of Missouri, Columbia, Mo. 65201. First Edition. 76p. 1969.

Descriptions of academic curriculums and courses, admissions requirements, staffing, and degree or certificate awarded, for thirty graduate and undergraduate programs in community development are included in this directory. The programs are divided into five groups: those offering graduate degrees in community development; those offering diplomas or certificates in community development; those offering graduate degrees in a related field with a major or emphasis in community development. More than half of the programs cited are in the United States; the remainder are in the British Isles, Canada, the Philippines, Denmark, Uganda, and Hong Kong. Programs vary in emphasis; both urban planning and rural development are included.

AN ANALYSIS OF COURSES, COURSE CONTENT, AND SUBJECT MATTER AREAS MOST APPROPRIATE FOR USE IN DEVELOPMENT OF A MASTER'S DEGREE IN EXTENSION EDUCATION FOR YOUTH WORKERS. Bunch, Donald Keith. Oklahoma State University, Stillwater, Oklahoma. Available from Department of Agricultural Education, Oklahoma State University, Stillwater, Okla. 74074. M.S. Thesis. 43p. 1968.

Through an evaluation of opinions and judgments submitted by agents working directly with 4-H programs, this study attempted to gain insight into the type of courses which would be included in the curriculum for Extension Youth Workers. A questionnaire was devised and distributed to randomly selected Extension Agents, divided into four groups according to years of service: 1-5; 6-10; 11-20; and over 20. Information gathered through the questionnaire revealed a desire on the part of the younger agents to participate in more courses in applied psychology and sociology as well as teaching methods. Courses involved in the leadership and character development of youth received the highest rating by agents in all groups. The agents expressed; (1) concern that so little interest had been shown in developing an extensive professional improvement program for county extension agents; and (2) the desire to pursue an advanced degree. Those in the older age group seemed to rank the courses higher if they had taken them. The

group of agents who were or had recently become county extension directors expressed a need for courses in office management, personnel management, and office machines.

EDUCATIONAL ADMINISTRATOR TRAINING FOR THE MULTI-CULTURAL COMMUNITY. FINAL REPORT FOR THE NATIONAL INSTITUTE OF MENTAL HEALTH. Holemon, Richard L. New Mexico University, Albuquerque, N. M., College of Education. EDRS Order Number ED 020 577, price MF $0.50, HC $5.15. 101p. February 1968.

A three-year pilot project (1964-1967) was conducted to develop an effective program for the training of educational administrators who could serve as agents of constructive educational change in communities with sizeable proportions of Spanish and Indian as well as Anglo-American members. Special aspects of the program included -- (1) contributions from the behavioral sciences (with participation in the training program by faculty members of the university's social science departments), (2) group training, (3) research orientation, (4) special training in the problems of a multi-cultural environment, (5) internship and field experiences, (6) the role of education in the total process of community development, and (7) the educational administrator as an agent of social, political, and economic change. Particular strengths and weaknesses of the program are outlined, and techniques and criteria followed in the selection of 17 trainees for the NIMH program are described. As a result of the study, the program in educational administration training at the University of New Mexico has been redesigned to incorporate positive features of the pilot project.

COMMUNITY DEVELOPMENT IN COLLEGES AND UNIVERSITIES OF THE UNITED STATES. Beran, D. L. Missouri University, Columbia, Mo., Department of Regional and Community Affairs. EDRS Order Number ED 024 860, price MF $0.25, HC $2.45. 47p. June 1967.

A study was made of curriculums in community development offered by colleges and universities. Of 41 institutions, twelve offered curriculum, 24 provided services, and six conducted training; two offered undergraduate and graduate preparation, six offered graduate preparation only, and two were mainly training oriented. Only four were involved in all three types of activities. There were no great differences in educational philosophy between course-oriented and service-oriented institutions and no clear pattern in the departmental locations of curriculums. Most faculty were professors or part-time professors; their academic backgrounds and degrees were largely in the social sciences, especially anthropology, sociology, and education. Students (largely graduate) reflected various human service backgrounds, but sociology and anthropology were the leading areas of undergraduate preparation. Degree and course requirements also were centered on the social sciences.

Time, money, and staffing were the chief problem areas. Little writing, publishing or innovative planning was noted, however. Additional resources and further research in several areas were recommended.

A DIRECTORY OF GRADUATE PROGRAMS IN ADULT EDUCATION, COMPILED AS OF JANUARY 1968. Canadian Association for Adult Education, Toronto, Ont. In Continuous Learning, v7 n1, Jan.-Feb. 1968. 19p. 1968.

A directory is presented of graduate programs in adult education (interpreted to include agricultural extension, rural and urban leadership training, labor education, industrial training, cooperative education, and community development) in Canada, the United States, Great Britain, and the Commonwealth at large. The degrees or certificates awarded, subject areas or courses, program length in years or credits, financial aid ,fees, deadlines for application, and addresses to which applications should be directed are indicated (wherever applicable) for the following universities and colleges -- British Columbia, Boston, Toronto, Arizona State, Florida State, Brigham Young, California (Berkeley and Los Angeles), Cornell, Michigan State, Ohio State, Pennsylvania State, New York University, Rutgers, Syracuse, Indiana, Michigan, Nebraska, Vermont, Wyoming, Teachers College (Columbia), Centennial College, Coady International Institute (St. Francis Xavier), Oxford, Leicester, Nottingham, Saskatchewan, and the University College of Rhodesia. Sources of additional information are also given.

DOCTORATES IN ADULT EDUCATION AWARDED IN 1966. Houle, Cyril O., comp. and Lappin, Ivan M., comp. In Adult Education; v17 n3, Spring 1967. 4p.

This lists the 49 persons who were awarded doctoral degrees in adult education in 1966, their addresses, positions, and name of the institution with which each is affiliated.

DEVELOPMENT OF A GRADUATE TEACHER PROGRAM IN ADULT EDUCATION AT OREGON STATE UNIVERSITY. McQuesten, Isabella and Miller, Melvin. Oregon State University, Corvallis, Ore. Division of Vocational, Adult, and Community College Education. Available from Division of Vocational, Adult, and Community College Education, Oregon State University, Benton Hall 102, Corvallis, Ore. 97331. 37p. January 1969.

This is a progress report on the development of a graduate teacher education program for adult education at Oregon State University (Corvallis) briefly setting forth the procedures by which the feasibility of esta-

blishing such a program were explored, the problems encountered, and the provisional results.

THE SUPPLY AND TRAINING OF TEACHERS FOR FURTHER EDUCATION, REPORT OF THE STANDING SUB-COMMITTEE ON TEACHERS FOR FURTHER EDUCATION OF THE NATIONAL ADVISORY COUNCIL ON THE TRAINING AND SUPPLY OF TEACHERS. Great Britain. Department of Education and Science, London (England). Available from Her Majesty's Stationery Office, London, England (2s 6d). 35p. 1966.

With the aim of substantially increasing the number and proportion of trained teachers in British further education, a subcommittee of the National Advisory Council on the Training and Supply of Teachers reported on the requirements and objectives of professional training, estimated numbers of teachers needed through 1973-74, needed expansion of training facilities and opportunities, the timing of training requirements, and alternative training measures (extramural training, professional continuing education, short courses, full time and part time courses). The following steps were recommended: (1) local education authorities (LEA's) should eventually secure the professional training, on full salary, of all new entering assistant lecturers within three years of their appointment, (2) LEA's should not only pay salaries and travel expenses, but should also be all allowed to make special grants to teachers whose participation in residential training would otherwise impose a hardship, (3) the requirements should be introduced in 1969 and promptly announced, and (4) efforts should be made to develop the extramural activities of colleges of education. An appendix and 19 tables are included.

ORGANIZATIONAL PATTERNS OF PROGRAMS AT UNIVERSITIES IN THE UNITED STATES WHICH OFFER A DOCTORAL DEGREE IN ADULT EDUCATION. Veri, Clive C. Nebraska University, Lincoln, Neb. EDRS Order Number ED 014 028, price MF $0.25, HC $1.50. 28p. September 1967.

To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate departments, 17.6 percent conjoined with other areas of education, and 41.2 percent operating within departments of education. Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to provide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral

candidates and seven master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns.

SOME ASPECTS OF TEACHER AND LEADER TRAINING AND RECRUITMENT FOR HIGHER ADULT EDUCATION. Hackel, Alan S. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). Ohio State University, Columbus, Ohio. Division of Continuing Education. EDRS Order Number ED 018 759, price MF $0.25, HC $2.10. 40p. February 1968.

This report represents a synthesis of the current literature related to the topic of teacher and leader training and recruitment rather than an analysis of empirical data. In general, the personnel problem in higher adult education is examined from the standpoint of the growth of the field, personnel needs, the need for training, the aims of specialist training at this level, and present practices in training and recruitment. In addition, the implications for training of the various philosophies of adult education are examined as well as existing professional preparation and internship programs. Finally, there is a section dealing with conclusions and recommendations. While the results of this report are largely heuristic, it is believed that from such bases useful innovations in the practice of higher adult education may be developed.

EDUCATING THE ADULT EDUCATOR. PART 1, CONCEPTS FOR THE CURRICULUM. Kreitlow, Burton W. EDRS Order Number ED 023 969, price MF $0.25, HC $1.35. 25p. March 1965.

This report, part 1 of a two-part research and development study on the education of adult educators, deals with the relationship of certain disciplines and fields of study to adult education. Material was obtained by reviewing and integrating recent adult education research with that cited in previous reviews, reviewing recent research in related disciplines and applied fields, interviewing 34 selected leaders in these fields and disciplines, considering statements by professors of adult education, and synthesizing recommendations from a work conference of leading adult educators. Findings pertained mainly to basic contributions of psychology and sociology in such areas as innovation, diffusion, adoption, aging, social class, leisure, adult

learning, adult characteristics, motivation, educational methods, and educational leadership. Contributions from anthropology, economics, political science, communications, public school and higher education, school administration, social work, vocational and military training, and library science were limited but potentially important.

CURRICULUM PLANNING CONFERENCE (UNIVERSITY OF MARYLAND, APRIL 6-7, 1967). Maryland University, College Park, Md., Center of Adult Education. EDRS Order Number ED 024 871, price MF $0.25, HC $1.35. 25p. April 1967.

This document, which reports a conference on planning a curriculum for adult education, directs attention to areas of study covered in a major field, contributions of fields such as psychology and sociology to the education of an adult leader, research competencies adult educators should have and the kind of research they should produce, the question of whether there is a need for persons with doctoral degrees in various fields of adult education, and the question of competencies likely to be needed in the foreseeable future. It gives the summaries of four papers and the task force reports on selection and training of adult education students and employment of graduates. Recommendations include the need for communication between researcher and practitioner and for the development of an interdisciplinary approach. Suggestions on designing a graduate program in adult education include the sequence of courses dealing with definition, history, structure, and philosophical foundations; interdisciplinary work; guided reading; tutorial and thesis supervision; seminars; and an internship experience.

THE PROFESSIONAL ADULT EDUCATOR: AN EXAMINATION OF HIS COMPETENCIES AND OF THE PROGRAMS OF GRADUATE STUDY WHICH PREPARE HIM FOR WORK IN THE FIELD. Chamberlain, Martin N. Chicago University, Ill. Available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637, (Thesis No. 7146). Ph.D. Thesis. 233p. December 1960.

This study sought to examine graduate adult education in its present practice with the aim of determining whether this practice was meeting the needs of the field. A forced-choice rank-ordering technique was used to obtain the opinions of leading adult educators as to what a competent, full-time adult educator should know, believe, and be able to do; and a set of objectives was then developed for a curriculum in graduate adult education. In addition, the programs of the 12 institutions most interested in recent years in adult education as a graduate study were compared, and the diversity of approaches and procedures was demonstrated. Finally, an exemplar curriculum, which consisted of six required courses in adult education subjects and eight

required courses in related fields, was developed and used as a measure against which to compare present practices. This comparison resulted in some suggestions for modifying the present program.

TRAINING ADULT EDUCATORS. Legge, C. D. In International Congress of University Adult Education Journal, 6(1) 51-62, June 1967. 12p.

The deputy head of the Department of Adult Education at the University of Manchester outlines the factors which make successful teachers and discusses their applicability for planning curriculum content and methods for training adult educators. Among the suggestions he makes are (1) curriculum should be planned constantly to relate theory to practice and to retain the warmth of human approach, (2) it should help formulate aims and reach convictions, and (3) discussions of uses and limitations of methods may help educators select the most suitable methods for their situations. He questions application of the same factors for administrators, but feels some common ground with teachers is essential to establish effective relationships. He states the need to distinguish at least three levels of trainees -- (1) those just entering the work, (2) those with some experience, and (3) experienced full time adult educators, who should have perhaps one year in ten free to study adult education in depth.

B. SHORT COURSES

WORKSHOP ON ACCELERATING THE PREPARATION OF ADULT EDUCATORS (GEORGE WASHINGTON UNIVERSITY, SEPTEMBER 7-9, 1965). FINAL REPORT. George Washington University, Washington, D.C., School of Education. EDRS Order Number ED 023 960, price MF $0.25, HC $2.65. 51p. September 1965.

A workshop was held at George Washington University to consider the shortage of adult educators to meet the needs created by the Federally assisted programs in adult education and possible ways to prepare a wide variety of adult educators in large numbers, in a short period of time, without lowering professional standards. Discussion centered on three pre-workshop papers on the training of local leaders as teachers of functional illiterates, the development by universities of short term study programs for these teachers, and the need to reach and encourage those who do not participate in community affairs. Suggestions reflecting majority opinion emerged. Universities and institutes should be more fully used, perhaps with new university offices to coordinate the new Federal programs with departmental and faculty resources, and with institutes planned two years ahead. Estimates of local needs should be made realistically; an information clearinghouse

should be set up by the Office of Education or other group. Professors should determine if they can contribute to the program and, if so, should be given financial assistance. Long and short range goals should be clearly differentiated.

SERVICE -- THE TRAINING DIRECTOR'S BYWORK; A REPORT OF A JOB DEVELOPMENT SEMINAR BY THE VALLEY OF THE SUN CHARPTER, ASTD. Scannell, Edward E. In Training and Development Journal; v23 n2 p34-5, February 1969.

This article discusses the ASTD special training program for On-The-Job Training Developers and Job Developers for hardcore unemployables held to assist the Phoenix Urban League's Manpower Development Training Act contract with the U.S. Department of Labor.

THE URBAN AGENT PROGRAM OF THE URBAN STUDIES CENTER. Ziffern, Abbie. In Adult Leadership; v18 n4 p107+. October 1969.

Rutgers University sponsors a program of Volunteer Urban Agents for persons who have initiated community projects. Volunteers participate in get-togethers with other agents in an Urban Issues Seminar. The program provides a link between the university and the urban community and helps broaden the understanding of concerned citizens.

RESEARCH TRAINING INSTITUTE FOR PERSONS IN VOCATIONAL EDUCATION PARTICIPATING IN RESEARCH AND DEVELOPMENT ACTIVITIES (JUNE 13 - AUGUST 12, 1966). Lamar, Carl F. Kentucky Research Foundation, Lexington, Ky. EDRS Order Number ED 018 565, price MF $0.50, HC $4.50. 88p. August 1966.

Thirty secondary and college teachers, supervisors, and teacher educators from agriculture, home economics, business and office education, distributive education, health, and trade and industrial education participated in an institute designed to increase the research competence of persons in positions of leadership. All except one were enrolled for graduate school credit. The program included instruction and practice in statistics, research methodology, and research design. Considerable time was used in preparing 14 proposals for research, training, experimental, developmental, or pilot projects. The program included (1) 40 hours of statistical instruction, (2) 40 hours of statistical laboratory, (3) 50 hours of research methodology, (4) 50 hours of research design, and (5) 100 hours of library study, committee work, and field trips. All participants thought the institute was well worth

while. They recommended that future institutes schedule more time for preparing proposals, include more practical application of statistics and more time for the statistics laboratory, and plan the institute for two summers to include research methodology, and design the first and a combination of methods, design, and statistics the second. The appendix contains public relations materials, an application form, a letter of acceptance, a list of project titles developed by participants, a bibliography, and the institute evaluation form.

STUDENT PROJECT WORK USED IN COURSES FOR TRAINING OFFICERS. Hughes, John M. In Industrial Training International; v4 n6 p274-278. June 1969.

Courses for training officers can be enriched and made more useful for the participants if project work is included as part of the course. Collection of data for the individual's project is done during two two-week periods, within a ten week course, which the student spends back at his job. Evaluation of the project must be done on an individual basis.

A TWO-PRONGED ATTEMPT AT CHANGE. Harvey, Anne D. and Franklin, Richard. In Journal of Cooperative Extension; v6 n3 p171-80. 10p. Fall 1968.

Two urgently needed prongs of development -- staff training and community leader training -- can successfully be handled together. One application of this dual training is a workshop on community problems (communication between classes, decision making, and others) held in an Appalachian county of West Virginia. Staff and community-leader reactions from this one workshop may indicate that this training method can be effective in aiding disadvantaged communities. This method includes: (1) isolating the workshop site from the community, (2) having a representative socioeconomic mixture of participants, (3) providing for unstructured discussions, and (4) presenting structured situations for analysis.

TRAINING OF TRAINING OFFICERS; INTRODUCTORY COURSES. A REPORT BY THE CENTRAL TRAINING COUNCIL'S COMMITTEE ON THE TRAINING OF TRAINING OFFICERS. British Ministry of Labour, London (England) Central Training Council. Available from Her Majesty's Stationery Office, 49 High Holborn, London, England (1s.6d). 24p. 1966.

Recommendations are given for introductory courses for potential and recently appointed training officers in British industry, particularly

those of medium size. The course should cover a minimum period of 120 hours in an approved college; it should include sessions on the training function, assessment of training needs, formulating and implementing programs, and assessing training effectiveness. It should be at least a six weeks "sandwich" course, in two periods of two weeks, split by a period of supervised project work, and where possible it should be residential. Colleges should exercise control over selection of candidates; they should set up Advisory Committees to plan courses in cooperation with local industry; and they should institute procedures for assessing the effectiveness of their courses. The introductory course should be followed by supervised practical experience in a student's own firm, if possible, or in another firm. Consideration should be given to approved specialized courses qualifying for financial assistance from the Ministry of Labour and the Training Boards.

SOME PROBLEMS ASSOCIATED WITH THE RUNNING OF INTRODUCTORY COURSES FOR TRAINING OFFICERS. Boydell, T. H. In Industrial Training International; v4 n2 p78-82. February 1969.

This article is intended for employers, potential course members, colleges, and industrial training boards. In discussing introductory courses for training officers, the following topics are covered: identification of target population, establishment of course objectives, drawing up of course content, selection of appropriate training methods and resource requirements including staffing, selection of course members, and assessment of course effectiveness.

COMPANY RELATED TRAINING FOR TRAINING OFFICERS. Dickinson, A. W. In Industrial Training International; v4 n11 p468-470. November 1969.

At the British Motor Corporation, a course was designed to meet the company's particular needs for practical trainers rather than training administrators.

EDUCATION IN PUBLIC AFFAIRS AND LEADERSHIP FOR PUBLIC RESPONSIBILITIES, A REPORT OF THE FUND FOR ADULT EDUCATION AND COOPERATIVE EXTENSION SERVICE PROJECT. U.S. Department of Agriculture. Federal Extension Service. EDRS Order Number ED 012 863, price MF $0.25, HC $2.35. 45p. November 1966.

A pilot project (July 1959 - December 1961), aimed at new ways to advance education for public affairs and leadership in the Cooperative

Extension Service, was conducted in 12 counties of six states. Program consultants received ten weeks training built around a seminar on current issues and activities, and followed by orientation conferences. Consultants assisted county extension staff members in planning, organizing, conducting, and reporting project activities. The evaluation, of the project, conducted principally during 1963-64, indicated definite program changes in eleven of the counties (mainly in organization, action, evaluation, subject content, and broadened clientele base), and local achievements in such areas as governmental and school change, civic participation, community development, and physical improvements. Forums and short courses were the most effective techniques in public affairs education, but were used little. The consultants' own training seemed generally adequate. Obstacles to the success of the project were felt to be the shortness of the two and one-half year period, a lack of communication and understanding between consultants and county agents, and lack of administrative support for the program.

COUNSELING TECHNIQUES FOR MATURE WOMEN. REPORT OF THE ADULT COUNSELOR PROGRAM (JUNE 14 - AUGUST 6, 1965). Dolan, Eleanor F. and others. American Association of University Women, Washington, D.C. EDRS Order Number ED 014 106, price MF $1.75, HC $22.80. 454p. 31 July 1966.

This project determined successful counseling techniques and the length of time necessary to prepare employment counselors to work with women 35 to 54 years old, and presents a guide to help others interested in such a program. Research was carried out by a director, three faculty members who planned and presented the eight week curriculum, consultants for special topics, and 20 women students. These participants had classes in the morning and counseling experience with adult women in the afternoon. The first curricular area explored the history, place in society, psychology, and education of the adult woman. In all areas, comparisons with men and women of other age groups were provided. Principles basic to counseling were presented in "Counseling Techniques and Practicum." Conclusions from taped interviews between participants and counselees indicated -- (1) there was no difficulty in establishing rapport, (2) the two major counselee problems were lack of self confidence and lack of information, and (3) most women did not respond well to the exclusive use of the client-centered approach. Group methods were investigated, and are seen as an adjunct, rather than substitute, for, individual counseling. Occupational and related information, health, relevant legislation, and volunteer jobs are also discussed. Recommendations for future programs are presented.

INSERVICE TRAINING COURSE FOR INSTRUCTORS OF MDTA CLASSES (Teacher's Guide, 1967). New York State Education Department. Bureau of Continuing Education. Curriculum Development. EDRS Order Number ED 012 419, price MF $0.25, HC $1.85. 35p. 1967.

This guide was planned primarily for use in the schools of New York State to familiarize an instructor with the Manpower Development and Training Act (MDTA) and to give him knowledge of teaching techniques for MDTA courses. The emphasis is placed on the practical aspects of the MDTA and the practical aspects of teaching, rather than on discussions relating to intricacies of the law or theories of teaching. The guide consists of two parts. The focus of Part One is on the Act as it relates to the trainee -- including discussions of the duration of training, the training allowance, and limitations of the allowance. Part Two provides a topical outline geared to the requirements of teaching an MDTA course. Included in the appendix are sample forms for reporting on MDTA classes -- training certification, requests for allowances, trainee termination, equipment purchased, and weekly reports.

A NEW ADULT EDUCATOR: THE TEACHER CORPS TEAM LEADER. Heussenstamm, Frances K. In Educational Horizons; v47 n4 p157-161. Summer 1969.

AN EVALUATION OF THE IN-SERVICE PROGRAMS ORGANIZED BY THE EXTENSION SERVICES DEPARTMENTS OF NORTHERN ZONE IN INDIA DURING THE PERIOD (1961-1965). Ahmad, Dabir. University of Arkansas, Fayetteville, Ark. University Microfilms, (Order Number 67-8708, MF $3.00, Xerography $8.20). Ed.D. Thesis. 176p. 1967.

The survey of extension services of the Departments of the Northern Zone (India) of the Directorate of Extension Service Programs for the Secondary Schools Education explored kinds of services performed, how needs of teachers were determined, and how the services could be improved. Related literature was summarized and critically analyzed, including Annual Reports of the Directorate of Extension Programs for Secondary Education, and issues of "Teacher Education." A brief review of inservice training programs in Arkansas, New York City, Deleware, New Jersey, and South Bend are included. It was found that inservice teacher education employed techniques such as workshops, seminars, school visits, evening courses, lectures, demonstration lessons, study groups, exhibitions and library service. No trend of diversified inservice education or planning for programs was revealed. The development of an experimental outlook in teachers is being achieved, as well as helping teachers keep aware of recent developments in educational theory and practice. Recommendations are based upon these findings for program improvement.

IN-SERVICE TRAINING OF AGRICULTURAL AGENTS IN NEW YORK STATE: 1963; EXTENSION STUDY NUMBER 6. Alexander, Frank D. and Harshaw, Jean. New York State University, Ithaca. College of Agriculture at Cornell University; New York State University, Ithaca. College of Home Economics at Cornell University. EDRS Order Number ED 021 161, price MF $0.50, HC $3.80. 74p. September 1964.

The purpose of this study was to ascertain the nature and amount of inservice training which the 168 agricultural agents in New York State received during 1963. Emphasis was on refresher and other training. The greatest number of days of training offered agents was in November followed closely by March and Febrary, in all, a total of 36% of the total days offered. In 1963 for the first time the Early Training School at Cornell for new assistant agents had three groups -- third year, second year, and first year. Training was given entirely in July and constituted 30% of the total inservice training offered that year (45 man days). Two Induction Schools at Cornell for new assistant agents were held, one in April and the other in October and November, with 19 man days devoted to the two schools. Over twice as many days of technical compared to methodological subject matter were offered, with farm management ranking first. The average number of days of training was 12.8, the mean attendance for the meetings being 16.5. Of the estimate total man days of work input for the agents, 5.6% was spent in refresher and other training. No attempt was made to evaluate the program.

IV. TRAINING OF SPECIAL GROUPS

A. VOLUNTEER ADULT EDUCATORS

RETIREES ASSIST IN DEVELOPING PROGRAMS FOR EDUCATIONAL ENRICHMENT. Bradley, Marry M. and Cooper, Leland R. In Adult Leadership; v17 n9 p383-5. March 1969.

Polk County Junior College faculty and administrators together with a lay advisory committee composed of representatives from the medical professions, Social Security, Commission on Aging, local community action program, public school adult education, vocational rehabilitation, and public health, surveyed needs of the retired population and identified older persons within the community who would help develop an experimental program. Training seminars for 24 of the retired participants were held at the Polk campus for six weeks. Participants returned to their communities and served as forum coordinators and discussion leaders in such topics as psychology of aging, counseling, advisory and therapeutic services available, eyes and their care, Social Security, medical needs, legal advice, and safety. Over 115 forum meetings involved participants who were permanent residents, seasonal residents, or tourists. The success of the project was attested by the fact that additional programs were requested, that groups themselves organized work, and that many senior citizens offered their services as speakers and leaders in educational and civic organizations of the county.

A STUDY OF GIRL SCOUT LEADERSHIP TRAINING, NON-PROFESSIONAL LEADERS OF ADULTS AS CONTINUOUS LEARNERS. Stanzel, Ann Katherine. California University, Berkeley. Available from University Microfilms, Ann Arbor, Mich. Order Number 64-2139. Microfilm $3.55, Xerography $12.40. Ph.D. Thesis. 275p. 1963.

Research identified characteristics of effective Girl Scout volunteer trainers and developed criteria for determining effectiveness. Twelve problem situations, secured through a critical incident technique, tested evaluative judgment and were scored for problem identification. Forced choice questions tested content versus group orientation. Seventy-five trainers and 500 of their trainees in the San Francisco Bay area participated in various phases of the study and a small scale experiment was conducted using a self help instrument called "my continuous learning plan." Eighty-eight percent of the trainers were classified as a mixed leadership type concerned with program content and group processes. Low scoring trainers had experience with only

children, while high scoring trainers had varied Girl Scout teaching and participation in training events, a college degree, and career experience. Those participating in the continuous learning plan showed a greater change in score than the control group. Among conclusions were that a learning oriented approach to group leadership is found to be the critical prerequisite of the volunteer leader of adults. An historical chapter on Girl Scout adult leadership training from 1912 to 1962 is included.

HOW ANDRAGOGY WORKS IN LEADERSHIP TRAINING IN THE GIRL SCOUTS (A CASE STUDY). Knowles, Malcolm S. In Adult Leadership; v17 n4 p161-162+. October 1968. 7p.

A program for training volunteer leaders for the Girl Scouts was designed, field tested, revised, and implemented during 1964-68. The program stressed the building up of adult education competencies within the organizational social system, and of individual skills in self-directed self-development rather than specific behavioral results imposed from above.

AN EXPERIENCE IN MUTUAL SERVICE. Report of the 1965 International Training Institute of the YWCA of the U.S.A.and YWCA of Canada. YWCA of the U.S.A., New York, N.Y. YWCA of Canada. EDRS Order Number ED 018 678, price MF $0.50, HC $3.75. 73p. 1965.

This report reviews the selection and preparation of International Training Institute participants, sources of financial support, seminar topics, visits to Washington, D.C. and New York following the seminar, experiences and insights arising from field placements, workshop objectives and outcomes, (including evaluative comments), and the closing conference held at Banff. Necessary preparations by delegates included gathering background material on one's own country and doing a case study or program report. The Buck Hill Falls, Pennsylvania, seminar discussed the YWCA as a Cristian movement, social change characterizing a world in revolution, the nature and structure of communities and of community change, developing leadership skills, and understanding people and interpersonal relations. Workshops dealt with social change, Christian response, and the task of the YWCA. The closing conference produced project papers on topics such as leadership training, youth work, community action, and the role of women. Appendixes give a chronology of the Institute planning and execution (1963-65), the preparatory study outline, the budget of the Institute, brief biographies of participants, field placement data, workshop assignments, and workshop themes.

VOLUNTEER GROUP LEADERS IN THE YMCA. Hardy, James M. National Board of Young Men's Christian Association, New York, N.Y. Research and Development Division. EDRS Order Number ED 032 476, price MF $0.25, HC $0.75. 13p. May 1969.

A national survey was conducted as part of a project on Developing and Utilizing New Techniques for Recruiting and Training Volunteers in the 70's. A pretested questionnaire was mailed to 4132 professional directors in the Young Men's Christian Association (YMCA) and 1219 were returned. Of the respondents, 52% had been professional directors for 10 or more years; 17%, for less than three. They worked mainly in rural areas or small cities (26%) or in inner cities (26%). Volunteer leaders in the YMCA were 69% male and 31% female; as a group they were relatively well educated, with 65% having attended college. On the average, 63% had served for less than one year, with inner city communities having the highest proportion of those who had served over three years and rural communities or small cities having the lowest proportion. Data indicated a positive correlation between training time and length of tenure. On the variables sex, education, occupation, tenure, and training time, there were important, but not statistically significant, variations between types of communities.

VOLUNTEERS IN HEALTH EDUCATION OF THE PUBLIC. Zimering, Stanley. In Adult Leadership; v18 n4 p104-106+. October 1969.

THE ACCEPTANCE OF TRAINING AS PERCEIVED AMONG VOLUNTEERS IN A HEALTH AGENCY. Zeberl, Andrew John. Michigan University, Ann Arbor, Mich. University Microfilms, (Order Number 65-5165; MF $2.75, Xerography $8.80). Ph.D. Thesis. 185p. 1964.

The major purpose of this study was to gain a clearer understanding of the concept of training as held by volunteers in a health agency, and to define the factors that are related to their levels of acceptance of training. Nineteen hypotheses were developed from sociopsychological theory after a survey of the literature in ten related fields. Data collected from volunteers of one county unit were analyzed in terms of the hypotheses, through the use of statistical tests. Major conclusions of the study include: (1) volunteers are usually favorable to training if (a)they perceive their total past training experience as helpful toward their volunteer performance, or (b) they are less than satisfied with their total performance in the agency; (2) volunteers are open to training in numerous areas when they have performed in a variety of roles, but they are eager for training in activities in which they have had greatest participation; and (3) agency situation factors are more likely to be perceived as causing resistance to training than are factors related to the volunteers themselves.

B. ADULT EDUCATORS WORKING WITH DISADVANTAGED

OFFICE OF EDUCATION, REGION 7, GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. PHASE 1 REPORT. Texas University, Austin, Texas, Extension Teaching and Field Service Bureau. U.S. Office of Education, Washington, D.C. EDRS Order Number ED 031 638, price $0.75, HC $8.00. 158p. February 1969.

As indicated in the original project application to the United States Office of Education, this report seeks mainly to analyze and clarify the current state of adult basic educational guidance and counseling in the states of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Statistics appear on (1) numbers of potential and actual students in the five states, male and female students, participation by age groups, and attrition; (2) full-time, part-time, and day and evening facilities, with classes per state, average numbers of classes per center, rural and urban centers, and class sizes; (3) full-time and part-time teachers, with age, sex, education, experience in adult basic education, and attrition rates; and (4) the guidance functions of teachers, administrators, supervisors, counselors, and outside agencies for individual states and throughout the region. Implications and state by state program summaries are presented, together with the original state reports.

OFFICE OF EDUCATION, REGION 7, GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION. PHASE 2 REPORT. Texas University, Austin, Texas, Extension Teaching and Field Service Bureau. EDRS Order Number ED 031 639, price MF $1.00, HC $10.45. 207p. May 1969.

This report interprets information from the first phase of a Federally funded adult basic educational guidance and counseling project in Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Findings and conclusions are presented as to the cultural, psychological, and other characteristics of students; problems encountered in designing guidance and counseling programs; definitions of activities and positions (including administrator, supervisor, counselor, and paraprofessional); guidance and counseling functions of teachers and other personnel; methods of program implementation and administration; educational, social, personal, vocational, and other content in each state program; and principles of guidance and counseling. A team approach to guidance and counseling is outlined. Evidence suggests that funding and teacher orientation are the main concerns of program leaders, and that adult basic education teachers must become familiar with the sociological, psychological, and physiological factors affecting their students. Also included are memorandums, flow charts, the work breakdown structure, attachments from state reports, and 15 tables and figures.

PROFILE: THE ONTARIO ADULT BASIC EDUCATION TEACHER. Brooke, W. Michael. In Continuous Learning; v8 n3 p103-111. May - June 1969.

This study investigated the Ontario adult basic education (ABE) teacher's background, his major professional problems, and his need for continuing professional education. Data were collected by questionnaires from 76% of the Ontario Manpower Retraining teachers who instruct the Basic Training for Skill Development Courses. The greatest single problem listed was that of widely differing intellectual ability in one class; the greatest group of problems faced related to the lack of resources. Data indicated that teachers are anxious to further their knowledge about ABE in a formal organized setting.

NATIONAL TEACHER TRAINING ADULT BASIC EDUCATION PROGRAM, FUNDED UNDER THE ADULT EDUCATION ACT OF 1966. Third progress report. (Extended and revised). National University Extension Association. EDRS Order Number ED 012 423, price MF $0.25, HC $2.15. 41p. June 1967.

As a continuation of a 1966 project, National University Extension Association (NUEA), under a grant from the U.S. Office of Education (USOE), conducted 20 regional adult basic education training institutes in the summer of 1967. Three educational experiments were carried over -- an accelerated national program for preparation of teachers for the educationally deprived, application of educational technology to the problems of teaching basic skills to adults, and an experiment in creative educational federalism. Elaborations in 1967 included development of a national core curriculum, conferences for participating universities and state directors, teacher-trainer institutes conducted by universities in each USOE region, pre- and in-service training programs organized at the local level, and design for an evaluation system. In part one of this report the staff, definitions, finances, and a review of the 1966 and 1967 functions of the USOE, NUEA, participating institutes, and state directors are given. Part two contains details of the production of the curriculum guide and materials, and program evaluation. In part three participant costs for three-week and two-week sessions are described. Part four includes descriptions of the staff and its functions and of the communications network.

THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966. FIRST PROGRESS REPORT. National University Extension Association, Washington, D.C. EDRS Order Number ED 022 996, price MF $0.50, HC $3.35. 65p. June 1966.

The National University Extension Association was planning to conduct nine regional training institutes of for weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs.

The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, a suggested four-week schedule, practicum design, and design of syllabus.

ADULT BASIC EDUCATION SEMINAR GUIDE: A STUDY PROGRAM FOR TEACHER TRAINING. Neff, Monroe C. Available from the Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. 173p. 1966.

In this manual for preparing teachers for adult basic education, emphasis is on understanding the circumstances and limitations of students; developing curriculum content and teaching techniques for language skills and concepts, social studies, mathematics, science and health, and consumer education; serving as a teacher-counselor; and testing and evaluation of students. Major learning theories and events relating to adult basic education are presented, together with extensive bibliographies.

THE NATIONAL TEACHER-TRAINER INSTITUTE IN ADULT BASIC EDUCATION FOR REGION III: "ADULT BASIC EDUCATION IN THE WORLD OF WORK" (NORTH CAROLINA STATE UNIVERSITY, JULY 15 - AUGUST 2, 1968). North Carolina University, Department of Adult Education, Raleigh, N.C. EDRS Order Number ED 024 878, price MF $0.25, HC $2.25. 43p. 1968.

This institute was planned to help teacher-trainers develop a philosophy of adult basic education, increase their understanding of the undereducated adult; understand and apply curriculum development process in adult basic education programs, and increase their knowledge and understanding of concepts and techniques related to recruitment, testing, placement, and counseling. Other subjects discussed included the role of programed learning, the need for counseling to help adult students analyze their needs and pursue meaningful educational experiences, and the relevance of experiences to the needs of undereducated adults. Finally, focus was placed on the development of plans for a training program for teachers.

EVALUATION OF AN ADULT BASIC EDUCATION PROGRAM IN A SOUTHERN RURAL COMMUNITY. Aker, George F. and others. Florida State University, Tallahassee, Fla. Department of Adult Education. EDRS Order Number ED 030 783, price MF $0.50, HC $5.30. 104p. March 1968.

A study was made of adult basic education in s Southern rural community to determine characteristics of students and instructional staff; grade level progression, rate of dropout, student satisfaction, and appraisals of instructional staff; and the relationship between program success and characteristics of students and instructional staff. Data were collected via questionnaires, standardized tests, and interview schedules from a 1/3 random sample of students (305 persisters and 116 dropouts) and 77 teachers and teacher aides. Student gains in grade level scores were significant; nearly 3/4 stayed in the program; they were satisfied with the program; and staff were generally satisfied with student progress. Factors which seemed to favor achievement were being middle aged, having had no prior school experience, and being of rural residence. Dropouts were likely to be young, with no family responsibilities, and not too committed to a particular line of work. Staff characteristics differences between "high" and "low" achieving centers were slight but it seemed that a disproportionate share of "high" center teachers expressed concern for the problems of individualization.

A REPORT ON THE (ABE) TEACHER-TRAINER INSTITUTE. McConner , Stanley J., Editor. (University of Connecticut, Storrs, July 7-26, 1968). Connecticut University, Storrs, Conn. 81p. 1968.

The Institute for Adult Basic Education (ABE) Teachers and trainers was primarily concerned with new instructional technology and its ABE applications. Other topics discussed included adult counseling, sensitivity training, and material development. The Institute included a field trip to the Manpower Development Training Center in Hartford, Connecticut. The trainees had to present model ABE lesson plans and the bulk of the report consists of a selected number of these.

"TRAINERS OF TRAINERS' WORKSHOPS" IN ADULT BASIC EDUCATION AND SUBSEQUENT GRANT ACTIVITY. FINAL REPORT. Maryland University, College Park. Center of Adult Education. Ford Foundation, New York, N.Y., sponsor. EDRS Order Number ED 031 618, price MF $0.25, HC $2.95. 57p. December 1966.

Sponsored by the Ford Foundation, workshops for trainers of trainers of teachers in adult basic education were held in the summer of 1965 at the Universities of New Mexico, Maryland, and Washington. Administrators, supervisors, university faculty, and teachers (155 in all) were trained; each workshop had its own approach and developed its

evaluation. The University of Maryland was granted supplemental funds from the Ford Foundation to perform a nationwide evaluation of participants several months after the workshops and an evaluation of the trainers and teachers trained by them. In addition, a "Guide for Teacher-Trainers in Adult Basic Education" was published by the National Association for Public School Adult Education (NAPSAE) in early 1966; it is a blending of the materials generated by all three workshops. Unexpended funds under the original workshop project have been transferred to NAPSAE to service an office of coordinator of adult basic education training activities.

ADULT BASIC EDUCATION TEACHERS GUIDE; PRODUCED BY TEXAS ADULT BASIC EDUCATION WORKSHOP (AUSTIN, JUNE 10-21, 1968). Texas University, Austin, Texas. Extension Teaching and Field Service Bureau. EDRS Order Number ED 030 830, price MF $0.75, HC $8.35. 165p. 1968.

Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and inservice teacher training guidelines for use in the Texas Adult Basic Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading, and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an inservice orientation program involving lectures, small group discussions, and class visitations.

BEHAVIORAL SKILLS FOR ADULT BASIC EDUCATION: A RESOURCE DOCUMENT AND INSTITUTE REPORT. Seaman, Don F. and others. Mississippi State University, State College. EDRS Order Number ED 034 143, price MF $0.50, HC $4.80. 94p. November 1969.

A report on the Adult Basic Education teacher-training institute held at Mississippi State University, July 21 - August 8, 1969, contains edited presentations of several of the instructional consultants, the contents of the final reports of the four work-study groups, and the results of an extensive evaluation of the institute. Areas covered were: the disadvantaged adult; the adult learner; utilizing andragogy methods to meet adult needs; sociology of the undereducated adult; implications for program development in adult basic education (ABE); teaching reading, and selecting materials in ABE; and guidance and counseling in ABE. Work-study groups report on family living, language arts, mathematics, and reading. Included also are: the biographical

characteristics of participants, pre- and post-test data, and participant evaluations. General implications are based on observations from the data and the institute. An appendix lists the institute staff, and gives the training schedule and the raw score differences.

TRAINING THE VOLUNTEER READING TUTOR. Bewton, Eunice Shaed. In Journal of Reading; v8 n3 p169-174. January 1965.

Volunteer reading tutors need specific training for serving the culturally deprived or socially dislocated youth or adult in our communities. Syllabuses for training programs must rely heavily on publications from the Laubach Literacy Fund and the National Association of Public School Adult Educators for general guidelines in the organization and operation of the program. The comprehensive aim of the institute should be to introduce the volunteer to a developmental-instructional approach in reading rather than a remedial-clinical one.

READING SPECIALISTS IN AN OCCUPATIONAL TRAINING PROGRAM. Stauffer, Russell G. and Cramer, Ronald L. In The Reading Teacher, 20/525-31, March 1967. 9p.

This 1964-65 language arts program at the Manpower Development Training School MDT in Wilmington, Delaware, was set up to train teachers in language arts methods, techniques, and materials, with emphasis on reading, and to develop an instructional program for MDT trainees in basic spelling, writing, and reading skills. The pilot project recruited 6 college graduates and one high school graduate, who then attended lectures and discussions followed by classroom demonstrations and supervised practice. Likewise, lectures, reading, and discussion, followed by demonstrations and practice, were used in instructing the trainees. Spelling lists, accounts of personal experiences, vocabulary building, written exercises, and the Rochester Occupational Series (textbooks dealing mainly with skills needed to find and hold a job) were used to link formal instruction with occupational training. Despite the brevity of the course and some irregularity in attendance, many trainees showed gains of 2 or 3 years in reading achievement.

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT. Missouri University, Columbia, Mo., College of Agriculture. EDRS Order Number ED 016 096, price MF $0.50, HC $5.35. 105p. May 1967.

The project aimed to prepare professional leaders to develop functional education programs for persons handicapped by socioeconomic status differences. Phase I, the professional leader's responsibilities were analyzed according to what he is currently doing and what he should do. Supervisors and leaders of programs for the disadvantaged rated leaders' responsibilities by sorting cards representing views of four areas of activities work with supervisors or administrators, with agencies involved in the educational program other than their own, with nonprofessional workers in the programs, and with disadvantaged persons. Phase II was an 8-week interdisciplinary pilot training program, held in the summer of 1966 on the University of Missouri campus in which 30 trainees from 12 states participated. The program was designed to provide instruction and experience considered necessary to meet leader responsibilities identified in Phase I. Instruction covered (1) economic, environmental, and cultural backgrounds of the handicapped, (2) their special needs, interests, and concerns, (3) goals they can expect to reach, (4) educational methods and materials of instruction, and (5) organizational procedures. A followup study showed most participants to be satisfied with the training, expecially with the kind and timeliness of the information received. Participant activities resulting from the project included organizing child development centers, training child care aides, and developing a home economics occupations curriculum. Questionnaires and evaluation devices, and summaries of participant responses are included.

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT. APPENDIX B. Garrett, Pauline Gillette. Missouri University, Columbia, Mo. EDRS Order Number ED 016 833, price MF $0.50, HC $5.50. 108p. May 1967.

The purpose of this study was to determine whether there were common opinions about the role and functions of professional leaders of home economics education in educational programs for disadvantaged parents in the state of Missouri. Fifty-eight professional educators participated in a structured interview using a deck of 60 two-sort cards, each containing a statement describing a different job activity concerning the professional leader role. Weighted scores were assigned by respondents to each item sorted, and correlation and factor analyses were used in analyzing the data as to actual and ideal roles. Although there was a lack of agreement among respondents as to relative importance of various activities within the leadership role, most respondents seemed to correlate ideal and actual roles. Respondents valued the leadership role more on the basis of their perceptions of how a professional leader should be involved than on what he was actually doing. They showed general agreement that more importance should be accorded the activities comprising planning and implementing the evaluative and instructional aspects. They disagreed most with the activities comprising the aspect of cooperation with agencies and organizations. It was concluded that disagreement exists concerning the

pattern of the professional leader role in parent education programs for the disadvantaged. Because the lack of agreement could be a potential source of conflict, it should be considered in relation to existing and emerging programs. Implications of the study were that (1) there is a need for realistic objectives and a clear definition of authority, (2) considering the trend of using home economics teachers in parent-education programs, teacher education institutions should prepare them to cope with socioeconomic differences, and (3) increasing emphasis on professionalization of the leadership role stresses the need for continued inservice training.

LOW INCOME FAMILY, TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS, HOME ECONOMICS CURRICULUM CONSTRUCTION, EDUCATION 685. Mann, Opal H. Kentucky University, Lexington, Ky. Graduate School. EDRS Order Number ED 017 867, price MF $0.50, HC $3.15. 61p. December 1964.

A study was made of the need for extension work with low income families in Eastern Kentucky (Appalachia) and of the problems and training needs of Home Demonstration Extension agents who work with these families. The agents felt they had a responsibility to help low income families in budgeting time, effort, and resources to meet minimum standards in food, clothing, and shelter. It was felt that training programs should include information on the community participation pattern of low income families, their value system, family resources and living standards, habits, abilities, worries and concerns, and the nature of the community in which they live. More knowledge of sociology, psychology, and anthropology was felt to be of value. Responses of experienced agents did not differ significantly from those of agents with little experience. General characteristics of low income families in Eastern Kentucky included lack of participation in school and community activities, inadequate food and housing, and minimal education.

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT. APPENDIX C. Garrett, Pauline Gillette. Missouri University, Columbia, Mo. EDRS Order Number ED 016 834, price MF $0.75, HC $8.75. 173p. May 1967.

Sixty-five selections, in note or outline form, from presentations by consultants aiding in preparing leaders for emerging programs serving the disadvantaged are included in this appendix. The subject matter ranges from specific techniques for teaching such skills as reading to general information such as basic understandings necessary for relationships with persons handicapped by social-economic status differences. Sample subject areas are child development, adult basic education, clinical psychology, teaching the culturally disadvantaged.

sociology and cultural continuities, planned parenthood, people with special needs, community development, dynamic society, family relations, problems of adolescence, old age, poverty, vocational training and guidance, role playing techniques, and mass media. Field trips to housing projects are described.

C. PARAPROFESSIONALS IN ADULT EDUCATION

PROJECTIONS FOR THE SELECTION, TRAINING AND RETENTION OF SUB-PROFESSIONAL RECREATION LEADERS BASED ON AN ANALYSIS OF PERSONALITY, INTEREST, APTITUDE, AND PREFERENCR DATA. Parker, Adah Donohue. Illinois University, Champaign. University Microfilms, (Order Number 66-12,403, MF $3.00, Xerography $8.20). Ph.D. Thesis. 179p. 1966.

Data gathered by a survey of recreation technicians from various parts of the country were used to study the role of the sub-professional recreation leader in order to suggest a job analysis and minimum qualifications for the position and to provide background data for suggesting techniques of selection and a training program. Data were analyzed (by use of common descriptive statistics -- means, standard deviations, t tests -- correlational techniques and factor analysis) to discover current conditions and typical recreation technique practices. Important qualities of the leader seem to be an administrative and resourceful character, mental ability, and capability in leadership of certain recreation skills. Data indicate a need for development programs for leaders and their supervisors to increase their knowledge and appreciation of required skills for the position. A potential leader should have two year training in recreation leadership, which might be provided by junior college or vocational school.

AN OVERVIEW OF PROJECT ENABLE. Manser, Ellen P. and others. This document was reprinted from Social Casework, 8p. December 1967.

Project ENABLE (Education and Neighborhood Action for Better Living Environment) was a one-year project funded by the Office of Economic Opportunity in September 1965 in which voluntary service agencies in 59 cities mounted programs to help poor parents improve child rearing practices, use existing community resources, and identify their most pressing needs through discussion groups and neighborhood contacts. Representatives of three national organizations - Family Service Association, Child Study Association, and National Urban League -- worked together to plan the overall program and develop the staff training curriculum. In the training phase, 138 professional staff members were trained in six area institutes in group leadership, community organization, working with poor parents, institutional forces in poverty community, team approach, and orientation and supervision

of social work aides. More than 200 individuals recruited from the neighborhoods to be served and trained on the job, worked as social work aides. The ENABLE experience showed that a team approach can be highly effective in dealing with human problems, nonprofessional staff members can provide valuable service, and within poor neighborhoods there is an untapped reservoir of strength and motivation that can make an important contribution to an attack on individual and community problems.

LEADERSHIP TRAINING FOR NEW CAREERS; THE NON-PROFESSIONAL COUNSELOR, SUPERVISOR, AND TRAINER. University Research Corporation, Washington, D.C., Information Clearinghouse for New Careers. EDRS Order Number ED 030 839, price MF $0.75, HC $6.80. 134p. 1968.

The Howard University Institute for Youth Studies conducts a project in Washington, D.C., to train disadvantaged young adults, aged 22-35, as subprofessional group leaders, counselors, trainers, or supervisors for work with enrollees in an entry level Human Service Aide (New Careers) training program. The program is also meant to include youth and adult group leadership and counseling skills for such other contexts as employment, community and social service, and efforts against poverty and delinquency. Classwork and on-the-job training are offered in three stages over a nine month period. Learning in the content areas of poverty, human development and problems of youth, group management, community resources, and individual counseling is evaluated by an information test and by group process analysis. Instructors for the project are developed in supervisory sessions, staff meetings, biweekly seminars, spot conferences, and a special graduate program. In terms of performance, trainees have been seen as generally capable of working effectively, but deficient in punctuality and attendance, descriptive recording, use of outside resources, and response to situations arising within groups.

AN ADULT ILLITERACY PILOT PROJECT: THE TRAINING OF READING AIDES. Van Gilder, Lester L. and Kania, Joanne. Paper presented at National Reading Conference, Los Angeles, December 5-7, 1968. In National Reading Conference 1968 Yearbook. 8p. 1968.

Sixteen volunteer aides living in inner city Milwaukee were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included

evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended.

TRAINING HOME ECONOMICS PROGRAM ASSISTANTS TO WORK WITH LOW INCOME FAMILIES. Rouls, Janalyce, and others. Department of Agriculture, Washington, D.C., Federal Extension Service. EDRS Order Number ED 023 002, price MF $0.50. HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 112p. November 1965.

These materials are designed to present ideas for developing a program for training nonprofessional workers to help low income families to raise their aspirations, develop pride in homemaking, improve homemaking skills, have a more satisfying home and family life, improve the health of family members, gain knowledge to help children develop, and increase understanding of the community and its resources. Guidelines are furnished on program planning and initiation, (including recruitment and staff relationships), the selection, training, and evaluation of program assistants, and teaching outlines and other teaching aids, together with a handbook for program assistants. An appendix is also included.

NEW CAREERS: THE TEACHER AIDE. A MANUAL FOR TRAINERS. Steinberg, Sheldon S. and Fishman, Jacob R. University Research Corp., Washington, D.C., Information Clearinghouse. EDRS Order Number ED 025 470, price MF $0.25, HC $2.25. Also available from New Careers Institute, University Research Corp., 1424 16th St., N.W., Washington, D.C. 20036.

This manual is intended for use by trainers of teacher aides in New Careers programs (which focus on training the unemployed and/or underemployed for entry-level placement as nonprofessionals in human service occupations). An introductory chapter considers the qualifications of the training team, qualifications of the trainee, the function and job description of the teacher aide in both elementary and secondary schools, and the need for realistic career mobility. Chapter 2 describes typical problems encountered in teacher aide training and outlines possible solutions. In Chapter 3, the orgaization and structure of the New Careers Training Model are explained, including the rationale for curriculum content areas, points to stress during training, articulation of program components, and program scheduling. Chapter 4 presents a basic curriculum in education, complete with suggested

discussion units and activities, consisting of selected resource material for the trainer to use in enabling the teacher aide trainee to develop insight into education in general as well as his local school system. Also included are a glossary of New Careers terms, a list of audiovisual aids (and their distributors) and basic training materials, and an explication of the basic concepts of the New Careers Training Model.

TRAINING MANUAL FOR HUMAN SERVICE TECHNICIANS WORKING WITH OLDER PERSONS. PART 1, TRAINERS. PART 2, TRAINEES. Lowy, Louis. Available from Boston University Bookstores, 775 Commonwealth Ave., Boston, Massachusetts 02215 ($1.95 and $2.95). 2v. 391p. 1968.

An outgrowth of a Greater Boston project, this manual for the training of human service nonprofessionals for work with older adults is divided into two volumes. Part 1, for trainers, covers qualifications and sources of training personnel; curriculum planning; training objectives (generally expressed in terms of attitudes, knowledge, and skills); training methods and techniques (including lectures, buzz sessions, discussion, workshops, role playing and field work); and overall program planning and organization. Part 2, which contains curriculum materials for trainees, discusses major problems of aging and the aged in American society; developmental processes, needs, and strengths of aging; resources to meet the needs of older adults in the community; and approaches to working with older people at the individual, group, and community levels. Also included are bibliographies and films, advisory committee members, selected outlines of training programs, sample forms, a stereotype scale on aging, and the historical background of the manual.

EVALUATION OF FAMILY SERVICE PROGRAM, HOME ECONOMICS DIVISION OF COOPERATIVE EXTENSION, ESSEX COUNTY, NEW YORK; EXTENSION STUDY NO. 19. Alexander, Frank D. Cornell University, Ithaca, N.Y. Cooperative Extension Service. EDRS Order Number ED 030 784, price MF $0.75, HC $7.15. 141p. November 1968.

An evaluation study of the Family Service Program of the Essex County (New York) Division of Home Economics is focused on the third series of lessons; the purposes of the study were to describe the socioeconomic characteristics of the indigenous program aides and the participants and to show the influence of training for teaching this series of lessons. It was found that aides had higher income, participation scores, and educational levels than participants, but both groups were low in comparison to the country's total population in level of husband's occupation, net family income, and years of school completed. Both aides and participants made significant gains from the pre- to

posttest while aides showed slightly higher scores in both testing situations. Participants listed problems of cooking and planning meals, housekeeping, and money management, while aides identified participant problems of care and discipline of children, and health. Among implications are that indigenous women make effective teachers of home economics; both participants in study groups and those taught alone make significant progress; and closer supervision of teaching and attendance would improve the program.

V. PERSONNEL CHARACTERISTICS AND DATA

THE CONTRIBUTIONS OF SELECTED RECIPIENTS OF THE FUND FOR ADULT EDUCATION GRANTS IN PRODUCING NEEDED LEADERSHIP IN THE PROMOTION OF LIBERAL ADULT EDUCATION. Kouzoujian, John. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 65-14,237, MF $3.00, Xerography $7.60). Ph.D. Thesis. 163p. 1965.

This study sought to assess characteristics of recipients of Fund for Adult Education grants; their subsequent role in providing leadership for the adult education movement; relationships between program intent and the actual outcomes realized by recipients; and the quality of their academic preparation for fulfilling necessary leadership roles. A questionnaire was completed by 142 recipients. All had master's degrees, 57% had doctorates, and 61% had completed their most recent graduate work in adult education. A review of professional and community roles, attitudes, and other factors supported the view that the grant program was very successful in promoting adult education. Respondents reflected a positive self-appraisal of their academic preparation in educational philosophy and psychology, leadership utilization, and other aspects of adult education. A need was seen for further study of the fellowship program, recent adult education graduates, curricula at selected universities, and present and projected leadership needs.

ADULT EDUCATION IN SELECTED VOCATIONAL HOMEMAKING PROGRAMS IN ARKANSAS, KANSAS, AND OKLAHOMA. Rodgers, Florestine B. Oklahoma University, Norman, Oklahoma. Masters Thesis. 88p. 1964.

This study investigated the backgrounds of vocational homemaking teachers and identified their preservice experiences, present practices, and felt competencies in their first, second, and third year of working with adults. Data were collected by a questionnaire mailed to 75 teachers in Arkansas, 45 in Kansas, and 67 in Oklahoma. The teachers thought their home economics courses were the most helpful in working with adults, although such other disciplines as psychology, sociology, and education contributed also. They conducted more adult classes as third year teachers than earlier, reported a high degree of adequacy and good competency in working with adults, used a limited variety of methods, materials, and media and fewer resource persons than were available, and felt a duty to promote adult classes in homemaking. Future studies should focus on teachers with four or more years of experience, determine whether the programs prepare adults for wage-earning opportunities, and identify employment experiences of teachers related to work with adults. Preservice education should increase knowledge of teaching methods and emphasize understanding adults.

AN ANALYSIS OF THE RELATIONSHIP OF CERTAIN EMPLOYEE CHARACTERISTICS TO TENURE AND PERFORMANCE OF SELECTED VIRGINIA EXTENSION AGENTS -- AGRICULTURE. Moore, Donald Jerome. Maryland University, College Park, Md. EDRS Order Number ED 031 630, price MF $0.75, HC $8.45. M.S. Thesis. 167p. 1967.

The relationship was analyzed of the characteristics of adaptability, vocational interests, and academic achievement of 77 Virginia agricultural extension agents to their tenure and performance. The agents were grouped on the basis of short, medium, or long tenure. Data were collected from personnel records of the state cooperative system, college transcripts, and through administration of the Adaptability Test and Strong Vocational Interest Blank. The two criterion variables (tenure and performance) were correlated against 129 independent variables. Analysis of variance was used to determine significance of differences between characteristics. No significant relationship was found between length of tenure and performance, or between adaptability, or overall academic grade point average, and performance. There was a significant negative relationship between number of academic credit hours in education and agricultural education and the grade point average in psychology for the undergraduate curriculum and performance ratings. Extension agents have vocational interests most similar to farmers, forest service men, YMCA physical directors, and school superintendents. The psychological tests failed to discriminate between more or less effective agents.

AN EXPLORATION OF COUNSELOR-POTENTIAL PERSONALITY ATTRIBUTES AS FOUND IN FOUR SELECTED ADULT POPULATIONS. Canty, W. Allan. Michigan University, Ann Arbor, Mich. University Microfilms, (Order Number 69-12,064, MF $3.20, Xerography $11.25). Ph.D. Thesis. 246p. 1968.

Conducted during 1967-68 at four high schools in a large Midwestern city, this study sought to locate adults with counselor potential and to generalize as to their personality attributes. The Counselor Situation Analysis Inventory (CSAI), requiring no previous knowledge of counseling, was administered to 536 teachers. A special Student Crisis Index (SCI) was used with 3,445 seniors, who were required to select the two teachers in their school to whom they would turn with an educational or personal problem. When matched with a control group of comparable background, SCI nominees were far more willing to set personal needs aside to help students and other adults, displayed great strength of character and personal integrity, could accept either a self-assertive or an appropriately subordinate stand, were honest in relationships with others, and did not view counseling as a step toward other administrative positions. Although Negroes comprised 45% and female teachers 69% of the large sample, white males were preferred two to one. Only three of the nominated teachers were of the age group of the students' parents.

THE IDENTIFICATION OF OPINION LEADERS AMONG TEACHERS OF VOCATIONAL AGRICULTURE. FINAL REPORT. Hensel, James W. and Johnson, Cecil H. Ohio State University, Columbus, Ohio. Center for Vocational and Technical Education. EDRS Order Number ED 030 764, price MF $0.50, HC $4.00. 78p. June 1969.

To examine the opinion leadership phenomenon as an element of a change strategy for agricultural education, a means of identifying personal and social characteristics of teachers identified as opinion leaders was developed. Chi square, t test, and Spearman's rank-order correlation were used to analyze data obtained by group interviews from 272 of the 279 vocational agriculture teachers in South Carolina. Individuals nominated four or more times by their peers as sources of advice and information were identified in 11 areas of the vocational agriculture program and were considered to be opinion leaders. Twenty-one of the 51 opinion leaders identified were influential in more than one area of the vocational agriculture program, 72 percent of the opinion leaders selected other opinion leaders as their source of advice and information, 35 percent of vocational agriculture teachers selected other teachers as the source from which they got advice and information. The personal and social characteristics of opinion leaders found to be significant indicated that they tended to be older, had taught longer, had attained a higher educational level, had a higher salary and held a greater number of educational offices than their fellow teachers.

PERSONALITY CHARACTERISTICS OF MALE COUNTY EXTENSION PERSONNEL IN WISCONSIN. Mahboob, Shaikh Golam. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 66-7653, MF $4.10, Xerography $14.40). Ph.D. Thesis. 318p. 1966.

This study was made of the personality of male county extension personnel in Wisconsin and of the relationship of personality to selected environmental and attitude variables. Eighteen personality traits related to social living were selected and seven environmental variables and three attitude variables. Data came from a random sample of 79 male extension agents in Wisconsin. The California Psychological Inventory (CPI) was used to measure personality characteristics; a questionnaire was used to collect data on environmental and attitude variables. Analysis of variance, the t-test, the the chi-square test were used. Some major findings were: Most agents were high on all 18 traits except flexibility on which almost half were low. Flexibility rose with job experience of four to seven years and then fell sharply. Agents with eight or more years experience also showed low social presence. Some had a low development of personality traits. Job satisfaction was positively related to Dominance, Sense of Well-Being, and Achievement via Conformance; Intellectual Efficiency and Psychological-Mindedness tended to be positively related to attitude toward graduate study.

CONCEPTS OF EDUCATION HELD BY INFORMAL ADULT EDUCATORS. Metcalfe, William W. Chicago University, Ill. Available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637. Ph.D. Thesis. 223p. 1965.

A study was made of concepts of education held by 304 male county agricultural extension workers in 186 counties of Illinois and Indiana. Measuring tools included the Educational Orientation Measuring Device, a 24 item forced-choice schedule with typical activities of county extension workers; and rating involved the perceptions of superiors and the examination of three of each respondent's monthly narrative reports. Significant variations among the scores as revealed by the Concept of Education Score, supported the hypothesis that there are identifiable differences among county extension workers as to the breadth of their concepts of education. Significant relationships were identified between only two of ten experimental factors involving educational and occupational or family experience, and the breadth of educational concepts held by informal adult educators. The hypothesis that county extension workers who hold broad concepts of education will be more educationally oriented toward their professional responsibilities than those who hold narrow concepts of education, was accepted on the grounds of significant correlations among the three educational orientation indexes.

AN EXPLORATORY EDUCATIONAL SURVEY OF THE PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN. Draper, James A. and Shrivastava, O. P. Rajasthan University, Jaipur (India). Department of Adult Education. EDRS Order Number ED 010 863, price MF $0.50, HC $4.10. 80p. Illustrated. July 1965.

This report summarizes questionnaire data on personal characteristics (age range, marital and family status), service and training (including education aspirations), living and working conditions and suggestions for improving continuing education, reported by 65 Panchayati Raj (block development) officers, 55 cooperative extension officers, 102 education officers, 62 agricultural extension agents, with opinions on Panchayati Raj from 7 of the 26 State of Rajasthan district collectors. The findings indicate a need to provide more effective learning situations for extension personnel, collect and analyze socioeconomic data on participants, improve living conditions of extension officers, and broaden the curriculum beyond immediate vocational needs.

VI. ROLE PERCEPTIONS

THE ADULT EDUCATOR: MARGINAL MAN AND BOUNDARY DEFINER. Deppe, Donald A. In Adult Leadership; v18 n4 p119-120,129-130 October 1969

Standing at the boundary of an institution, the adult educator feels visible and insecure but he is in the position to bring the university and the society into mutually beneficial relationships.

A STUDY OF THE CRITICAL REQUIREMENTS FOR DIRECTORS IN EDUCATIONAL TELEVISION STATIONS. Adkins, Gale R. Kansas Univ., Lawrence, April 1967 EDRS PRICE MF-$0.75 HC $7.75 153p. ED 014 239

This research study was designed to answer 3 questions concerning the direction and directors of educational television stations -- (1) what elements of director behavior appear most often in judgments of director effectiveness made by TV station management personnel, (2) what are the non-behavioral characteristics (i.e. age, education, work experience) of the directors now employed in a sample group of educational TV stations, (3) what job activities are expected of the directors now employed in a sample group of educational TV stations. Data was collected from management personnel and from 73 directors in a sample of 13 midwestern educational TV stations. Personal interviews were conducted in the stations and the critical incident technique, a job analysis checklist, and a personal data form were used. Of the 310 critical incidents collected, 69 percent involved personal qualities of the director as the critical behavior. The remaining 31 percent of the incidents involved professional knowledge and competence. Statements of critical requirements were formulated. Job analysis data and descriptive characteristics of the directors are presented in 29 tables.

THE FUNCTIONS AND TRAINING NEEDS OF ADULT EDUCATION DIRECTORS IN PUBLIC SCHOOL SYSTEMS. Madry, Arthur Chester. Ohio State University, Columbus, Ohio. Ph.D. Thesis. 451p. 1963.

A questionnaire comprising 77 statements of functions, 33 competency statements, and questions as to problem areas was sent to 200 directors of public school adult education in order to identify the functions, role, and necessary skills and abilities of administrators concerned with elementary and secondary adult education. The 140 respondents rated each function as essential,

highly desirable, acceptable, unacceptable, or inapplicable, and rated competenencies on a similar scale. The chief problem areas included financial support, community relations, staff problems, program planning, and facilities, equipment, and materials. A basic understanding of program organization and administration, ability to establish wholesome relationships, and executive and supervisory ability were among the competencies rated highest. Major functions fell into 12 categories--organization and structure, program purposes, program planning and development, instructional services and materials, student personnel services, staff personnel, facilities and equipment, fimance and business management, school community relations and promotion, community services, program evaluation, and research.

THE CHANGING ROLE OF THE TRAINING MANAGER. Smith, Peter in Industrial Training International; v4 n6 p256-258 June 1969

Training should not be a peripheral element in an organization, but rather an important part of management's responsibility. It is the duty of the training manager to see that it occupies this role.

EMERGING ROLES OF THE TRAINING DIRECTOR, IS TRAINING SUFFICIENTLY CREATIVE AND INNOVATIVE TO SERVE ITS FULL PURPOSE? Lippitt, Gordon L. and Nadler, Leonard. In Training and Development Journal; 21(8) 2-10, August 1967. 11p.

This is to examine the various roles which require a professional training person to perform in meeting the need of organizational management. It explains 3 major roles to be performed by training and development departments or offices in modern organizations. They are the roles of a learning specialist and instructor, an administrator of training and development staff and programs, and a contributor to organizational problem solving.

THE QUALIFICATIONS AND EDUCATIONAL NEEDS OF INDUSTRIAL TRAINING DIRECTORS. Gassage, Layne Clyde. California Univ., Los Angeles. University Microfilms, Order No. 67-14,263. MF $4.00, Xerography $17.30. Ed. D. Thesis. 383p. 1967.

This study investigated the hypothesis that industrial training directors are required to perform educational duties for which they lack appropriate, organized instruction. Questionnaires were sent to 778 principal training directors, of whom 230 responded. Data were obtained on sizes of firms represented,

numbers of trainees served, employment standards for training directors, job titles of training directors and their immediate superiors, employment experience and training and development background, subordinate staff, major duties, educational background, self-perceived educational needs, and the educational and work background (including general and specific courses in education, business, communication, and psychology) which the respondents considered desirable for their successors. Only a third had master's degrees in business or education. Assessing present and proposed training activities and coordinating company training were named as the most important duties. Respondents tended to believe that certain duties should be learned only on the job; however, the greater the number of trainees, the more likely a respondent was to prefer that his successor have an advanced degree in business and/or education.

THE CHALLENGE OF CHANGE; THE MANAGER'S VIEWPOINT GIVEN AT THE INSTITUTE'S ANNUAL CONFERENCE. Barry, W. S. In Training Officer; v5 n11 p325-239. November 1969.

The role of the training officer has changed to that of a member of the overall management team. He now faces the challenge of the total firm environment, of setting objectives, coping with new educational technology, and of searching for evaluation instruments.

FROM CRAFT TOWARD PROFESSION (IN THE CONTINUING TASK, REFLECTION ON PURPOSE IN HIGHER CONTINUING EDUCATION, CSLEA 1967/1-16. Notes and Essays, #54). Houle, Cyril O. Center for the Study of Liberal Education for Adults, Boston. Available from Syracuse University Press, P.O. Box 8, University Station, Syracuse, N.Y. 13210, $2.00.

According to Houle, the early years of the Center for the Study of Liberal Education for Adults were a time for consolidation, setting of standards, and efforts aimed at more flexible, less vocationally oriented, more imaginative and relevant university extension programs. Despite frequent financial and other reverses, university extension has introduced such new services as adult degree programs, advanced management training, special programs for women, adult counseling, and urban extension work. Higher adult education in the professions and in industry has also flourished. However, largely because of these successes, leaders in higher adult education must struggle to keep their numerous administrative tasks from divorcing them completely from basic adult teaching and innovation. To accomplish this, the extension administrator must view his work, not as a craft based on customary activities and individual experience, but as a true profession guided by liberal values and theoretical analysis.

A SURVEY OF EVENING COLLEGE ADMINISTRATION PRACTICES IN CALIFORNIA JUNIOR COLLEGES. Ryska, John W. Fresno City Coll., Cal. February 1968 EDRS PRICE MF-$0.25 HC-$1.00 18p. ED 019 924

Of the 80 questionnaires sent to evening college administrators, 59 (74 percent) were returned. The purpose was to discover differencesbetween day and evening administrative practices. The findings showed the main variations (besides his title and place on the salary schedule) in the role of the evening administrator in several areas--(1) his relation to the trustees, (2) budget planning, (3) faculty hiring, (4) facility planning, (5) counseling policy, (6) class scheduling, (7) faculty payroll processing, (8) salary negotiations, (9) instructional supervision, (10) curriculum coordination, (11) hiring of classified personnel, (12) campus publications, and (13) extra-class activities. Differences were shown, not only between day and evening practices, but also among the evening colleges themselves. The author raises the question of whether or not it might be beneficial to have at least some degree of standardization in evening college organization and practice, especially in the matter of administrative titles.

ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN "HIGHER ADULT EDUCATION". Lennard, Henry L. and others New School for Social Research, New York, N.Y. ED 003 090 EDRS PRICE MF-$1.25 HC-$14.85

Adult Education participants and teachers were studied in relation to their roles in an adult education system. The study objectives were to (1) compare teacher's and students' expectations and goals to identify the degree of similarity and dissimilarity in their role conceptions and sources of strain, (2) assess the effect of students' and teachers' social characteristics and motivations for participation upon their reaction to the adult educational experience, (3) relate expectations and goals to patterns of participation, (4) study changes in goals and orientations toward adult education during the course of a semester and to learn what factors influence such changes, and (5) compare objectives and expectations for students who do not maintain continuous participation with those who do. The study was conducted in four institutions offering adult education programs characterized as "Higher" or "University Type" Adult Education. Survey questionnaires were administered to 170 teachers and 531 adult students. The data gathered included intensive, qualitative interviews with more than 60 teachers and students. Areas in which conclusions are given include (1) the nature of the students' participation and commitment, (2) clarification of student roles in adult education, (3) polarity of student motives and goals, (4) absence of professional centers for teacher discussion, and (5) adult education as an avenue for educational innovation and experimentation.

THE DIRECTORS: A PILOT STUDY OF VOLUNTEER PARTICIPATION IN DECISION-MAKING IN VOLUNTARY GROUP SERVICE AGENCIES. Loewenberg, Frank M. Wayne State University, Detroit, Michigan. University Microfilms, (Order Number 68-6660, MF $4.70, Xerography $16.65). 366p. Ph.D. Thesis. 1965.

This study investigated the participation pattern of volunteer directors of voluntary group service agencies, attempting to determine whether the type of participation in the critical decision-making process was associated with organizational characteristics. The employed executive director and two volunteer board members of the twelve agencies included in the sample were interviewed. The findings suggest that regardless of the nature of the critical decision involved, board participation tended to be associated with the following organizational characteristics: the complexity of the technical procedures used by the organization, the size of the organization's subsidy from another organization, the communications network, and the size of the agency. However, no relations were established for some other characteristics, including the goals of the organization, proportion of staff with professional training, reputation of the agency among social work educators, and proportion of agency budget subsidized by the central welfare fund.

ROLE ANALYSIS IN A VOLUNTARY ORGANIZATION. Ellsworth, Allen Simmons New York Univ., N.Y. University Microfilms Order No. 63-5343, MF $2.75, Xerography $8.60 Ph.D. Thesis 190p. 1962

The purpose of this investigation was to identify the role expectations of young members, and adult program secretaries assigned to work with them, in the Young Men's Christian Association, and to determine the consensus that existed between them on the given types of roles. The final instruments used for the positions of adult program secretaries consisted of twenty role functions and for the positions of the young members twenty-two functions. The data collected through the administration of the instruments were supplemented by interviews and re-tests conducted with thirty adult program secretaries having the highest and the lowest consensus scores. The data revealed higher role consensus between the professional staff members, executives, and adult program secretaries, than between the professional staff and the young members for the positions studied. Findings also revealed greater consensus for certain specified role segments than for others and there was more clarity for the professional than for the member role. There was also a relationship between role consensus and gratification for the professional staff as well as for the participating members in the organization.

ROLE AND ORGANIZATIONAL LOCATION OF EMPLOYEE DEVELOPMENT SPECIALISTS IN THE FEDERAL GOVERNMENT. Ackerman, Leonard In Training and Development Journal ; v23 n10 p4-11 October 1969

A survey of employee development specialists and trainers in the Federal Civil Service reveals two major problem areas requiring further study: identification of the role they should be filling; and designation of the criteria for job preparation.

COMMUNICATION TRAINING FOR ROLE TRANSFORMATION, THE PREPARATION OF RETURNED PEACE CORPS VOLUNTEERS FOR TRAINING PROJECT STAFF ROLES. A report of a Peace Corps volunteer discussion leaders' orientation project. Dance, Frank E. and others Wisconsin Univ., Milwaukee. Speech Communication Center EDRS PRICE MF-$0.50 HC-$5.10 100p. October 1966 ED 017 852

During June 1966 over 100 Returned Peace Corps Volunteers (RPCSs) participated in the University of Wisconsin-Milwaukee Speech Communication Center RPCV Discussion Leaders' Orientation Project. The Project consisted of seminars designed to assist the RPCVs accept and adapt to their new roles as training project staff members. In this report are (1) a brief developmental history of the project, (2) descriptions of the development of the individual small groups within each seminar (3) an analysis of the program evaluations (4) recommendations for further research, projects, and changes in the preparation of RPCVs for staff training roles involving discussion facilitation, and (5) broad conclusions. The Speech Communication Center staff judged the seminars successful. Project staff members are listed. Appendixes include questionnaire forms and tests used to evaluate the project, syllabuses, a list of unit library reading materials and handouts, selected cases written by the RPCVs at the training site, selected cases discussed, unstructured participant evaluations of the project, and tables showing results of statistical analysis of evaluation data.

PEACE CORPS DISCUSSION LEADERS' TRAINING UNIT, TRAINING EVALUATION STUDY. Part I. Frandsen, Kenneth D. Dance, Frank E. Wisconsin Univ., Milwaukee. Speech Communication Center EDRS PRICE MF-$0.50 HC-$4.35 85p. September 1965 ED 017 842

This is part one of a report on discussion leadership training conducted by the Speech Communication Center of the University of Wisconsin (Milwaukee), during June 1965 to equip returned Peace Corps volunteers to serve as facilitators of Peace Corps trainee small group discussions. The goals of small group discussion are to integrate theory and behavior, to develop personal flexibility and openness in trainees, and to increase the trainees' tolerance for frustration. Scores, ratings, and written and oral comments were used to assess the effects of the course on the role perception of the participants, amounts and

kinds of knowledge gained in small group discussion behavior and leadership, and participant satisfaction with the training unit. The program was generally well received by the participants, and met staff expectations on all dimensions. It was recommended that several participants be chosen at random to make an additional evaluation of the program and that, if the initial success of the training unit should be confirmed, such training should be offered on a systematic basis. (The document included the syllabus, case studies, tests and questionnaires, and comments.)

A STUDY OF THE ROLE OF PROFESSIONAL LEADERS IN EDUCATIONAL PROGRAMS FOR PARENTS HANDICAPPED BY SOCIO-ECONOMIC STATUS DIFFERENCES. Mag, Uma. Missouri Univ., Columbia University Microfilms (Order No. 67-2912, MF-$3.35 Xerography $11.70) Ed. D. Thesis 259p. 1966

The study's primary aim was to identify and compare concepts of the actual and ideal roles of the professional leader as held by a select group of professional leaders and program directors. Q-technique as developed by Dr. William Stephenson was used. Professional leaders and directors (58) were requested to rank order the statement cards in terms of an 11-point scale indicating the degree of importance accorded the activities within actual and ideal roles. Correlation and centroid factor analysis were used. Findings revealed variance in the role expectations of the professional leader; however, differences were largely a matter of degree. The two major groups of respondents were not clearly separated on factors. The greatest differences centered around four major patterns of opinions and concepts expressed by Q-sorts with respect to professional leader role. The viewpoints were considered distinct from one another. There was considerable agreement on certain job activities among all respondents who expressed agreement in consensus statements. Findings substantiate the conclusion that Q-methodology was useful in identifying factors which represented beliefs.

THE ROLES OF THE TEACHER FOR THE EFFECTIVE USE OF PROGRAMMED INSTRUCTION IN A CORRECTIONAL SETTING. Seay, Donna M. Draper Correctional Center, Elmore, Ala. Rehabilitation Research Center. Paper presented at Annual Correctional Education Association Conference (15th, Chicago, Ill., November 12, 1966). 23p.EDRS PRICE MF -$0.25 HC- $1.25 12 November 1966 ED 026 850

Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient, he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor", he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs,

and stress applications and practice specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach.

ROLE OF THE SUPERVISOR IN SUPERVISED CORRESPONDENCE STUDY. Swengel, Marcus L., University of Nebraska, Lincoln M.A. Thesis 82p. August 1940

A tentative manual of standards and suggestions as to the proper duties of the supervisor in supervised correspondence study was sent to 83 supervisors, for testing in their schools. A follow-up questionnaire, soliciting criticism of the manual, brought 44 responses with 33 of them usable. The suggestions involved ways in which the supervisor could facilitate student learning through supportive action in the school and ways in wiich he could aid the correspondence Center in meeting the student's needs. All the suggestions were considered in some degree helpful by the respondents. Evidence in the study suggests that there is a great diversity of practice in such supervision and in a third of the cases there was little if any guidance in support of the student. The supervisors were themselves dissatisfied with their performance. Appendixes include the manual and the questionnaire.

A MERGER OF EXTENSION: WEST VIRGINIA. Douglah, Mohammad A.; Shriver, Howard A. In Journal of Cooperative Extension; v7 n3 p137-144 Fall 1969

A study was undertaken in West Virginia to determine the impact of the merger of the Cooperative Extension Service, General Extension, Mining and Industrial Engineering, the Center for Resource Development, the Office of International Programs, and continuing education programs in law and medicine. Data were collected from 131 respondents by means of a questionnaire. Agents indicated the degree of importance they attached to clientele groups typically served prior to the merger (pre-merger) and those additional groups not included in job descriptions or in program emphases before the merger (post-merger groups). Based on mean importance scores, county and 4-H agents tended to accord pre-merger

clientele groups more importance than post-merger ones. It was concluded that the role perceptions of agents in West Virginia have changed substantially since the merger of extension units but the changes have not been expressed by drastic changes in program emphases for any agent group; home in program emphases for any agent group; home agents appeared to be more oriented to post-merger identified clientele and subject matter than county or 4-H agents; overall attitude of agents toward the Appalachian Center was generally good; and agents realize the extent of role change brought about by the merger.

SPECIALIZATION AND CHANGE IN EXTENSION. Slocum, Walter L. In Journal of Cooperative Extension; v7 n3 p161-167 Fall 1969

This paper presents a sociological analysis of some of the organizational implications of increasing occupational specialization in Cooperative Extension Services. Extension's primary original mission of increasing agricultural production has been accomplished and the number of farmer-clients has declined. This has created a need for re-evaluating Extension's mission and clientele. In the past, the "inbreeding" in the selection and appointment of agricultural personnel limited the input and adoption of ideas and practices not fully consistent with the prevailing norms of the system. In some states, the demand for highly sophisticated technical information by commercial farm operators has already resulted in the creation of the position of area subject-matter specialists. Yet, in spite of the apparent potential for greatly expanded programs of off-campus continuation education, the transformation to an organization of specialists is unlikely to be made without loss of valued traditional roles.

A STUDY OF THE STATE PROGRAM LEADER POSITION IN THE COOPERATIVE EXTENSION SERVICE WITH WISCONSIN EXTENSION STAFF MEMBERS. Quinn, Emily H. Wisconsin Univ., Madison. University Microfilms (Order No. 64-3938, MF $3.05, Xerography $10.80). Ph.D. Thesis 236p. 1964

The purpose of this study was to determine the Extension staff members' expectations of the State Program Leader in the Cooperative Extension Service and the degree of consensus among staff members, concerning the state program leader's role. Following a review of relevant literature a theoretical model for the role of the State Program Leader was developed. This model was submitted to a panel of 44 program experts for appraisal of its components. Then the perception of the items in the model was obtained through individual questionnaires and interviews with 196 Wisconsin Extension staff members. Major findings showed that there was strong support for the activities in the role model as a whole but there were variations in specific

activities. Respondents assigned higher priority to activities concerning program formulation, maintenance and coordination than those concerning program implementation and procedures in evaluation; and perceived the activities concerning state level programs as the ones which should receive the greatest emphasis. Administrative and supervisory respondents indicated that activities which should receive top priority were also ones which were being performed satisfactorily by the program leader.

PERCEPTIONS OF EXTENSION WORK IN MEXICO. Chena-Gonzalez, Rodolfo. Cornell University, Ithaca, N.Y. University Microfilms, MF $2.95, Xerography $10.35. Ph.D. Thesis. 228p. 1963.

The study explored basic patterns of perceptions among professional agricultural workers in Mexico about the importance of possible new objectives, kinds of possible new objectives, kinds of functions, and types of training for its extension agents. Data were collected from 147 extension agents and supervisors, experimentalists, research leaders, and professors, by a mailed questionnaire. The three independent sections on objectives, functions, and training were rated and ranked. The findings indicated that different groups agreed that the specific objective of the extension service should be to concentrate on promoting a higher production of basic food crops. They disagreed about functions and training needs of extension agents. The agents had more realistic ideas of developing community services, such as the need for more direct financial aid to farmers, and development of production facilities at the local level, than perceived by research and teaching personnel. It was concluded that the dual task of defining more precise role and training needs of extension agents requires research planned cooperatively by teaching, research, and extension institutions in Mexico.

FACTORS ASSOCIATED WITH PROGRAM LEADERSHIP OF THE STATE LEADER OF HOME ECONOMICS EXTENSION (Ph.D. Thesis). Craven, Ruby M. Wisconsin Univ., Madison University Microfilms (Order No. 64-3208 MF-$4.85 Xerography $17.10) 378p. 1964

The rationale of this study, undertaken to increase understanding of the program responsibilities of the state leader of Home Economics Extension, is the assumption that leadership is facilitated--(1) when actual performance and role expectations of the state leader are clearly defined and agreed upon by three position groups (home economics specialists, administrators, and supervisors) and (2) when the state leader influences the activities of the Extension Service. A questionnaire was completed by 53 administrators, 73 supervisors, and 72 specialists in eight southern and north central states to determine actual and ideal participation of the state leader in four program areas--policies and objectives, execution, determination, and evaluation--and to define relationships, if any,

between background factors and program leadership. Respondents in four states were also interviewed. All groups expected more leadership than was provided. Degree of program leadership was associated with perceived responsibility for program, personnel, and use of funds, and with frequency of contact with the state leader. Supervisors desired less increased participation of the state leader in program activities than did administrators and specialists.

AN ANALYSIS OF THE LEVEL OF INVOLVEMENT OF THE COUNTY STAFF MEMBERS BY THE COUNTY EXTENSION CHAIRMAN IN DECISION MAKING IN THE NORTH CAROLINE AGRICULTURAL EXTENSION SERVICE. Erwin, Max Gettys North Carolina Univ., Raleigh, Dept. of Adult Education EDRS PRICE MF-$0.50 HC- $3.15 M.ED. Thesis 61p. 1969 ED 030 046

This study was to investigate some determinants and effects that relate to the degree of involvement of the county staff members by the County Extension Chairman in decision making. The population included 79 County Extension Chairmen who had been appointed to the position in the county and had been on the job at least one year, and 419 county staff members who had had at least one year's work experience in their counties. Two questionnaires, one for the County Extension Chairmen and one for the county staff members, were prepared by a team of researchers for the North Carolina Agricultural Extension Service during 1968, to examine various aspects of staff relations, job performance, and satisfaction associated with the leadership role of the County Extension Chairman. Perceived level of involvement was highest among (1) agents in counties with small staff sizes, (2) youngest and oldest staff members, and (3) agents who rated chairmen highest in interpersonal skills. Moreover, perceived involvement was associated with the level of job satisfaction and performance of county staff members, but was not significantly associated with the level of career satisfaction, as measured in the study.

AN ANALYSIS OF THE ASSOCIATION OF SELECTED FACTORS TO JOB PERFORMANCE OF COOPERATIVE EXTENSION AREA-SPECIALISTS. Woeste, John Theodore Wisconsin Univ., Madison University Microfilms (Order No. 67-6846, MF-$4.25, Xerography $14.85). Ph.D. Thesis. 329p. 1967

The job performance of area-specialists and county agents in Kentucky and Indiana Cooperative Extension Services was measured; and relationships between their job performance and personal and organizational variables were identified. Data were collected by 350 self-reported work samplings per respondent during one work cycle in the Spring of 1966, and by interviews. Analysis of data was by frequency distribution, differences of means and proportion tests, and the one-way ANOVA technique. Relationships were not found between methods of financing area-specialist work and their job performance; the number of relationships prescribed and the percent-

age of time spent in internal organizational contacts; the type of job stipulated in prescribed organizational relationships and staff coordination index value; and area-specialists' field of specialization and job performance. Among conclusions were: a need exists for greater understanding of the duties and responsibilities of the field staff; insufficient contact exists between area specialists and county agents; specialization in decision making exists in extension organizations; highly trained professional personnel spend a large percentage of time performing routine tasks; and clientele can be involved in financing of area specialist work.

PERFORMANCE, GOAL AND ROLE AMBIGUITY. Ham, Don Gay. Colorado State University, Fort Collins. University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106, (Order Number 69-12,459, MF $3.00, Xerography $5.80). Ph.D. Thesis. 120p. 1968.

Focusing on youth agent positions in the University of Missouri Extension Division, this study tested the relationship between performance, conceptual skills, and role ambiguity (ideal and perceived actual roles). Conceptual skills were measured from word associations by the Remote Associates Test (RAT); youth agent performance ratings were made by specialists and district directors. As performance rankings increased perceived ambiguity decreased (goal and role) and actual ambiguity increased; as actual and perceived goal ambiguity rose, actual and perceived role ambiguity also increased. Performance ratings tended to increase with increasing RAT scores. As actual ambiguity increased, perceived ambiguity decreased. Performance ratings, RAT scores, and ambiguity increased with greater tenure in Extension and with increased scope of occupational experience. Performance ratings were positively related to perceptual skills and actual ambiguity, but negatively related to perceived ambiguity. Conclusions point to considerable goal displacement especially among field staff.

AREA EXTENSION WORK, A PILOT STUDY OF THE PROFESSIONAL STATUS OF AREA EXTENSION PERSONNEL IN CALIFORNIA, 1961. Johnson, Robert L. Kansas State Univ., Manhattan. Extension Service. April 1966
EDRS PRICE MF-$0.50 HC-$1.00 18p. charts ED 011 099

The increased pressure for greater expertise of extension agents, combined with limitations for specialization imposed by county lines, has resulted in various approaches to area work. The purpose of this study was to test the possibility of increasing efficiency, providing better service, developing a higher degree of competency among staff members, and increasing the personal satisfaction of farm advisors by permitting cross extension personnel in area work under the barter and reimbursement methods. Data were obtained from

personnel in area extension work in Glenn and Butte counties (barter) and Sutter and Colusa counties (cash reimbursement), both pairs of counties having started cross-county work in dairy and certified seed production during 1960. County extension directors were unanimous in approving area extension work and its potentiality for improving the efficiency of the service. They preferred the barter over cash reimbursement. Farm advisors, in many cases, felt area work made more work load for them. The state specialist felt area work was logical, effective, and efficient. Administrative problems must be solved to make for a smooth transition.

JOB ANALYSES. Jones, Harold E. Kansas State Univ., Manhattan.ED 017 838 Extension Service 1964 ED 017 838 EDRS PRICE MF-$0.25 HC-$2.75 53p.

The job analyses were composed from activity records kept by each professional extension worker in Kansas. Job analyses are given for the administration (director, associate director, administrative assistant, assistant director, state leaders and departmenthheads), extension specialists, district agents, and county extension agents. Discussion of each job includes detailed descriptions of location in the organizational structure, nature and purpose of work, major duties, and qualifications.

THE ROLE OF THE COOPERATIVE EXTENSION SERVICE IN URBAN AND URBANIZING AREAS: AN ANALYSIS OF EXTENSION WORKERS' OPINIONS. Bartlett, Kaye Francis Michigan State University, East Lansing M.S. Thesis 198p. 1964

This study explored the views of Cooperative Extension Service personnel concerning extension roles and responsibility in urban areas and urbanizing areas. Counties sampled in each state generally included those with the largest and second largest urban population and the one with the highest percentage of population growth from 1950 to 1960. Questionnaire responses from 127 extension workers and 45 state directors were used. Contrary to expectations, county workers who received their bachelor's degrees from 1920 to 1940 were more urban-oriented than more recent graduates. There was a trend toward more educational activities directed to urban people; and, while both the county workers and the directors felt that workers should devote a substantial part of their time to urbanities, the county workers were even more favorable than the directors. Home economics, 4H and other youth work, community and public affairs, marketing and utilization of agricultural products, agricultural production, management, and natural resource development were the leading program areas in terms of the number of urban-oriented programs and projects. Implications for legislative action, program planning and the allocation of extension personnel were derived.

A CRITICAL INCIDENT STUDY OF THE PROFESSIONAL ADULT EDUCATOR (EXTENSION AGRICULTURAL AGENT). Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13,1968). Kohl, Fred E. and Carter, G. L., Jr. ED 017 863 EDRS PRICE MF-$0.25 HC-$1.10 20p. 1968.

The critical incident technique was used to determine job requirements of Idaho agricultural agents. A personal interview of 70 Idaho agents resulted in the collection of 436 usable effective and ineffective incidents. Job requirements were developed by categorizing the 975 critical behaviors identified in the critical incidents, and were classified in five major areas--group development, program development, counseling clients, interpersonal relations, and maintaining the organization. The findings revealed that social skills were used more than technical skills in critical areas of the job. Agents felt less effective in social situations and in the critical incidents when they did not initiate action. They depended on individual contacts for getting results and worked through available social systems. Specialized agents felt they were more effective, found their job more satisfying, and worked more closely with public agencies than generalized agents. Agents with high grade point averages saw more of their actions as critical, devoted more time to program planning, and were more effective in counseling clients. High supervisory ratings were given to agents who worked primarily with adult clientele in traditional agricultural areas.

FACTORS ASSOCIATED WITH JOB PERFORMANCE OF ASSISTANT AND ASSOCIATE COUNTY AGENTS DOING 4-H CLUB WORK, LOUISIANA, 1964. Gassie, Edward William Louisiana State Univ., University Microfilms (Order No. 65-6406, MF-$2.75, Xerography $7.80). Ph.D. Thesis. 168p. 1965

This study aimed at determining the level of job performance of 4-H agents in Louisiana; obtaining information from them about personal, social, and educational characteristics; determining the relationship between selected factors and the level of job performance, using factors commonly believed to be associated with successful job performance. Job performance of the 4-H agents was ranked by the district agents and the district program specialists using the paired comparison method of personnel appraisal. Based on this ranking, the 4-H agents were divided into higher and lower performance groups. Data were obtained from 54 agents in 50 parishes throughout the state. Additional information was secured from college transcripts. Sixty-four personal, social, and educational factors were tested to determine if there was a significant relationship between each factor and the level of job performance. Significant relationships, of either a positive or negative nature, were found to exist between the level of job performance and seven of the factors tested. Relationships were considered significant at the .20 level using the chi-square test.

A TIME-USE ANALYSIS OF THE AGRICULTURAL AGENTS IN NEW YORK STATE Sharma, Jagdish Chandra. Cornell Univ., Ithaca, New York. Univ. Microfilms (Order No. 64-1011, MF-$3.15, Xerography $11.05) 241p; Ph. D., Thesis 1963

This study compared time use among a sample of agricultural agents in 56 New York State counties in 1950 and 1960. Data were obtained on 12 Extension teaching activities, 29 areas of work, and 59 farming and population variables, together with head agents' opinion on ideal future time use. The principal conditional change was the rise in the proportion of nonfarm rural dwellers. Important increases were noted in livestock and crop enterprises catering to the needs of nonfarm population; time devoted to community, public, home, and family affairs; development and conservation of natural resources; the number of telephone calls, radio broadcasts, and Extension organization meetings; and urban and rural nonfarm families influenced by agricultural agents. Findings showed that population changes influenced types of farming, which in turn influenced Extension program planning; homeowners were becoming increasingly important as clientele; and home grounds and public relations were practical areas of work demanding more attention.

AN ANALYSIS OF CRITICAL INCIDENTS FOR RECENTLY EMPLOYED MICHIGAN COOPERATIVE EXTENSION AGENTS WITH IMPLICATION FOR TRAINING. Peabody, Fred J. Michigan State Univ., East Lansing University Microfilms (Order No. 69-5928, MF-$3.00, Xerography $9.45). Ph.D. Thesis 207p.1968

Using the critical incident method, this study sought to describe job requirements perceived as critical by Michigan Cooperative Extension agents, identify training needs, and determine possible differences in training needs and job requirements according to employment position and tenure. The research involved collecting 444 written descriptions of effective and ineffective job performance from 74 subjects in 23 small group meetings. Incidents were classified by six functional areas. Functions, in order of frequency, were teaching and communicating; organizing; conducting programs; administration; program planning; and evaluation. Other findings included the following: (1) agents of differing tenure reported incidents with similar frequency in all categories except evaluation; (2) the importance hierarchy consisted of organizing, conducting programs, program planning, evaluation, teaching and communicating, and administration; (3) the difficulty hierarchy consisted of evaluation, organizing, administration, program planning, teaching and communicating, and conducting programs; (4) home economists and agriculture and natural resource agents stressed teaching and communicating, while Four-H youth agents stressed organizing.

THE VILLAGE LEVEL WORKERS: INDIA'S EXPERIMENT IN RURAL RECONSTRUCTION. Sussman, Gerald In International Development Review; v10 n1 p40-42 March 1968

Beginning with the early pilot projects in CD, a discussion is presented of the front line worker in India's massive national extension service, the village level worker (VLW). His role is analyzed from the perspective of the CD block operation, his training and the work which he does. At the same time, the weaknesses of this training and the lack of support given to him in the field are emphasized. The difficulty of attracting well-trained people for village work is also discussed. The heavy work load and the lack of government understanding among higher government levels are further major obstacles to his effectiveness. Contrasted with these difficulties are his contributions; a major communicative link between village India and the Government and numerous community projects and agricultural improvements. The conclusion presents a list of factors such as improved staffing, the problem solving approach for field operations, and increased incentives, for improving the effectiveness of the VLW's work.

THE RESEARCHER'S ROLE IN THE DIFFUSION OF AN INNOVATION: A COMPARATIVE STUDY. Martin, Margaret R. ED 025 733 EDRS PRICE MF-$0.25 HC-$0.75 Paper presented at the National Seminar for Adult Education Research (Toronto, February 9-11, 1969) 13p. 1969

This study used a diffusion model in an attempt to understand the role of the researcher in the evaluation of an educational innovation in a school setting. The Learning Laboratory for Adult Basic Education at the Rochambeau School in White Plains, and the Brevoort Community Center in Bedford-Stuyvesant, Brooklyn were studied. Both programs used a multimedia basic education system developed by a commercial firm. Agencies and teachers in the two projects appeared to perceive the research coordinator as being, in addition to a professional in research design and methodology, a communicator in the program planning and teacher training phases, rather than a change agent. Although knowledge level and other factors might contribute to differences in content and objectives, the researcher was expected to transmit efficiently both research and nonresearch information. Teacher training and experience also seemed to affect communication and the adoption of innovation.

MEASUREMENT OF POSITIONAL INVOLVEMENT OF STATE HOME ECONOMICS LEADER IN ADMINISTRATIVE DECISIONS IN COOPERATIVE EXTENSION (Ph.D. Thesis). Regan, Mary C. Wisconsin Univ., Madison University Microfilms (Order No. 63-3959 MF-$2.95 Xerography $10.35 227p. 1963

In this study of the involvement of state home economics leaders in administrative decision making, the guiding purpose was to develop dimensions for measuring such involvement and to assess how well the items constituting the dimensions measured certain

relationships and variables. A questionnaire was developed around four dimensions--participation, communication, contribution, and ideal involvement--and a five interval rating scale was devised. Respondents were 251 Cooperative Extension administrators in 48 states and Puerto Rico. Major conclusions included the following--degrees of involvement are a function of the types of involvement measured, views of involvement vary widely by positions (director, leader, other administrator) and by region, measures of state leader involvement tend to be associated with personal backgrounds, and directors view involvement far differently from persons in other positions.

VII. EDUCATIONAL AND TRAINING NEEDS

NATIONAL POLICY STATEMENT ON STAFF TRAINING AND DEVELOPMENT. Wisconsin University, Madison, Wisc. Staff Training and Development ECOP Subcommittee. Available from Division of Staff Development, University Extension. The University of Wisconsin, 432 North Lake St., Madison, Wisc. 53706 ($0.40). 13p. 1967.

The needs of Extension Staff members for learning experiences which will develop their knowledge and skill in Extension procedures, in understanding clientele, in evolving essential program content, and in directing the teaching-learning and administrative processes are varied. Staff training and development personnel should work closely with administrators in identifying priority needs, recommending policies, and helping to supply alternative means to meet needs.

STAFF NEEDS FOR PLANNING IN-SERVICE EDUCATION PROGRAMS IN ADULT TRADE-TECHNICAL INSTITUTES. Chambliss, Kinneth M. Texas A and M University, College Station. University Microfilms (Order Number 67-4699, MF $3.00, Xerography $10.15). Ed.D. Thesis. 221p. 1966.

As a basis for planning programs of inservice education for technical institutes and industrial education centers of North Carolina, a study was made to determine the needs for assistance felt by trade-technical instructors, related instruction teachers, and trade-technical administrators. A personal opinion, and a fact finding, questionnaire were used. Instructors selected assistance needed from four categories -- administrative leadership, supervision, instruction, and clerical help; administrators selected from six categories. On the basis of findings, it was recommended that the State Department of Community Colleges should set up guidelines; provide more institues, seminars, and extension training; provide consultants; help administrators implement programs of inservice education; encourage written job descriptions; set academic standards for trade-technical instructors and related instruction teachers; and establish a system-wide trade-technical society to promote education.

EDUCATION AND TRAINING FOR PART-TIME TEACHERS. Bryan, A. E. In Adult Education (London); v41 n5 p285-90. January 1969.

In the face of arguments now being put forward for the financing of LEA adult education as a self-supporting service, the need to educate and train part-time teachers has become more urgent than ever. The author considers the form and content such training should take.

THE REPORT OF THE MICHIGAN STUDY OF INDUSTRIAL TEACHER COMPETENCE. Silvius, G. Harold and Ford, Andrew F. Wayne State University, Detroit, Mich. College of Education. EDRS Order Number ED 014 529, price MF $0.50, HC $6.45. 127p. May 1965.

The problem of this study was to determine practices and policies for keeping industrial education teachers in Michigan qualified within their evolving technical areas of specialization. It required (1) an investigation of desirable goals and program needs by organizational levels, (2) recommended practices and policies based on conclusions drawn from data, and (3) the formulation of proposals that might be submitted to selected foundations or government agencies for their help in improving the competence of industrial teachers. An interview form was developed to get the opinions of 56 people who were (1) representatives of business, labor, community colleges, and technical institutes, (2) professors of industrial education, (3) teachers, (4) counselors, and (5) administrators. There were 29 questions in the interview form, 20 pertaining to curriculum and nine pertaining to teacher competence. On the basis of data collected and shown in summary form for each question, eight proposals for an action program were drafted. These included (1) an experimental program to recruit and prepare needed industrial education teachers for Detroit metropolitan area schools and the adjoining community colleges, (2) a project for providing more adequate preparation for inservice industrial education teachers, and (3) a program at Wayne State University Applied Management and Technology Center to update and extend industrial teacher competency.

TRAINING COMPUTER PEOPLE. O'Tolle, George. In Training in Business and Industry; v6 n11 p62-66. November 1969.

The best teachers of computer science are computer specialists, but they need training in teaching methods.

TRAINING INTERESTS, IMPORTANCE GIVEN TO TRAINING, AND OTHER RELATED FACTORS IN ADULT EDUCATION IN PUBLIC AGENCIES OF PUERTO RICO. Marcano-Blanco, Rafael. Indiana University, Bloomington, Ind. University Microfilms, (Order Number 66-3122, MF $3.00, Xerography $9.25). Ed.D. Thesis. 203p. 1965.

The main purposes of this study were to identify a common core of training interests in professional adult education among practitioners in public agencies of Puerto Rico, and to determine how important certain professional areas were for the training of practitioners. Random samples consisting of 480 practitioners (change agents), and 54 supervisors, were taken from 24 selected agencies. Data were obtained from these, 28 official leaders from the central offices of the agencies, and government documents. Change agents and supervisors had similar high training interest in all the topics under ten professional

adult education areas. Two of the factors related to the high interest revealed in professional adult education areas were the high expectations placed on education by the Puerto Rican society, and the wide scope of the agencies' work with adults. Among the change agents and supervisors, 8.2% and 22% respectively reported participation in credit university courses in adult education, and among both groups 23% reported participation in non-credit adult education training.

AN IDENTIFICATION OF CRITICAL BEHAVIOR AND RELATED MAJOR CONCEPTS RELEVANT TO THE TRAINING OF PROFESSIONAL LEADERS IN EXTENSION EDUCATION. Findley, E. Weldon. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 025 720, price MF $0.25, HC $1.15. 21p. February 1969.

A study was made of 200 Cooperative Extension Service workers in New York State to identify appropriate curriculum content for training professional leaders in extension education. The critical incident method was used to discover behavior patterns characteristic of professional extension agents and of key importance in their work. Respondents were asked to recall instances of effective and ineffective behavior on their part, to emphasize behavior critical to achieving an effective outcome, and to indicate why they considered a given incident effective or ineffective. Finally, a structure of relevant concepts was identified and linked to behavioral categories. Key behavior was grouped within seven major categories; preconditioned or set behavior; programing; mobilizing resources and facilitating action; coordinating action to administer agency programs and activities; providing voluntary leadership; influencing clientele evaluation and adoption of innovations; and regulating programs and activities. Concepts were identified and interpreted under the headings of the system and its growth and development, planning change and development, managing change and development, and influencing the evaluation and adoption of innovations.

TRAINING NEEDS OF COUNTY AGRICULTURAL EXTENSION AGENTS IN QUEBEC, CANADA. Bouchard, Andre Joseph. Ohio State University, Columbus, Ohio. University Microfilms, (Order Number 67-2417, MF $4.10, Xerography $14.40). Ph.D. Thesis. 310p. 1966.

The purpose of this study was to ascertain what training county agricultural extension agents felt was needed for proficiency in their jobs. Data were obtained from 161 of the 182 agents in the Province with a 191-item questionnaire categorized into (1) program planning, (2) psychological and educational priciples, (3) performance of educational activities, (4) research and evaluation, (5) knowledge about the extension service, (6) social knowledge, and (7) technical subject matter. Spearman's rank correlation was used to ascertain relationships

between training needs and age, tenure, and professional status. All agents expressed need for more training in program planning and less in technical subject matter. The training needs of younger as compared to older agents showed low correlation. The greatest differences in training needs were between the 0-2 year and 5-10 year tenure groups. High relationships were found between training needs among professional status groups, although no great differences were obtained between the rank order coefficients in the areas of training when training needs were compared on the basis of age and tenure groups.

IDENTIFICATION OF PROFESSIONAL TRAINING NEEDS OF AGRICULTURAL EXTENSION AGENTS IN WESTERN NIGERIA AS A BASIS FOR DEVELOPING A COLLEGE TRAINING CURRICULUM. Williams, Saudiq Kolawole Taiwo. Cornell University, Ithaca, N.Y. University Microfilms, (Order Number 67-3797, MF $3.00, Xerography $8.40). Ph.D. Thesis. 185p. 1967.

This study identifies professional training needs of extension agents in Western Nigeria as the basis for a curriculum at the college level. Using the critical incidents method in personal interviews, 175 critical behaviors were collected from 115 agents in five levels of position in the Ministry of Agriculture. The 565 behaviors extracted from critical incidents represented 95 behavioral elements which were classified into five major categories of: creating appropriate teaching learning situations for clientele; planning, organizing and implementing extension programs and projects; demonstrating interpersonal relationships with staff members within extension and outside agencies; working with groups of clientele; and conducting and organizing training programs for co-workers and clientele. It was found that extension agents require training in specific aspects of the extension educational process, behavioral sciences, and agricultural technology. Data also suggested that extension programs are formulated without active participation of program clientele, or agents who implement them. Recommendation for use of research findings in job analysis and description, construction of evaluating instruments for agent performance, and planning of inservice programs are suggested.

TRAINING NEEDS OF FOUR-H ADULT LEADERS IN JOHNSON AND SHELBY COUNTIES. Houghes, Paul F. Indiana University, Bloomington, Ind. M.S. Thesis. 55p.

A study was made to consider 19 possible attitudes of 4-H adult leaders, to learn what these leaders feel is their function, and to determine what training is needed to fulfill the functions of a 4-H leader. Data consisted of previous related research and of questionnaire responses from 83 leaders in Johnson and Shelby Counties, Indiana. Leaders were divided into groups of less experience and more experience to determine if experience was a factor in attitudes, functions, and

training needs. Several conclusions were drawn : (1) no satisfactory method has been devised for accurate measurement of attitudes and attitude changes; (2) regardless of experience, 4-H leaders feel a need for training in teaching methods (including ways of maintaining interest, increasing membership, improving the quality of club members' work, and helping members to help each other); (3) the majority of respondents were less interested in new projects than in learning about 4-H projects presently available; (4) experienced and inexperienced leaders differ somewhat on attitudes but only slightly on concepts of leadership functions. Further research is necessary in this area and evaluation criteria..

AN ANALYSIS OF THE TRAINING NEEDS OF WISCONSIN COUNTY EXTENSION SERVICE PERSONNEL. Clark, Harry E. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 60-5725, MF $2.95, Xerography $10.35). Ph.D. Thesis. 227p. 1960.

Wisconsin County Extension personnel identified their own training needs by ranking 55 items considered to be representative of the knowledges, understandings and methods which Cooperative Extension Service personnel should possess in order to implement the Scope Report. Respondents considered two questions for each item -- (1) How important is each item to your effectiveness as an Extension Agent, and (2) How much training do you believe you now need in each item. Primary attention was given to the items which 60 percent or more of the respondents indicated were of much importance and to those items in which 31 percent or more expressed a need for much training. It was found that respondents' professional position influenced their opinions. Similar opinions were held by personnel of comparable age and tenure. Items within the areas of leadership, program planning, and public affairs were of greatest importance to the effectiveness of agents, with those in the areas of conducting the program, evaluation, family living and youth development, and farm and home management of secondary importance. There was a need for individual counseling in the preparation of professional improvement programs.

AN ANALYSIS OF EDUCATIONAL NEEDS OF ARKANSAS EXTENSION AGENTS. Price, Randel Keith. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 60-1015, MF $2.60, Xerography $9.00). Ph.D. Thesis. 199p. 1960.

A 113-item questionnaire completed by 233 county agricultural extension agents supplied data for a study of educational interests in competency areas of -- understanding social systems, program planning and development, understanding human development, extension organization and administration, the educational process, communications, effective thinking, research and evaluation, and technical knowledge.

Data were analyzed for tenure groupings, classifications by job responsibilities, and agent evaluation records. Competencies considered important by more than 80% were abilities to analyze the county situation, to develop one's own leadership abilities, to identify leadership in the county, to organize effective program planning committees, to involve lay people in program development, to develop a long-term extension program, to identify problems and their priorities, to conduct effective farm and home visits, to use teaching methods effectively, and an understanding of the duties and responsibilities of the extension agent at the county level.

AN ANYLYSIS OF THE EDUCATIONAL NEEDS OF COUNTY EXTENSION AGENTS IN TENNESSEE. Ussery, Margaret Ann. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 64-3247, MF $4.00, Xerography $14.20). Ph.D. Thesis. 311p. 1964.

The study examined self-expressed educational needs of county Extension agents in Tennessee in the important competency areas of Extension organization and administration, program planning and development, understanding social systems, the educational process, communications, human development, critical thinking, research and evaluation, and technical knowledge. Questionnaire data were collected from 339 respondents. These were among the conclusions and findings: (1) competence in communications, program planning and development, the educational process, and critical thinking were considered highly important to agent effectiveness; (2) educational needs were greatest for the educational process, human development, program planning and development, and communications; (3) agricultural agents' main needs for technical knowledge pertained to marketing and farm management; (4) home economics agents' chief educational needs lay in managerial ability in family finances, using time and money, and meeting the needs of today's youth; (5) agents' position and sex affected needs in the areas of program planning and development, critical thinking, and research and evaluation.

COMPARATIVE ANALYSIS OF THE TRAINING NEEDS FOR COUNTY AGENTS IN TEXAS. Cook, Benjamin D. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 24,271, MF $2.85). 178p. August 1957.

Data obtained through questionnaires completed by male Extension Service personnel in 1956 were analyzed to determine undergraduate and graduate curriculums for county agricultural agents and guide the planning of noncredit district and/or state workshops. It was concluded that county agents must be offered such inducements to advanced study as higher salaries, financial aid, and opportunity to return to the same job. An extension education program at the undergraduate level would be acceptable, although there is increasing desire for

advanced degrees and graduate programs. There is a trend toward training in the social sciences and working with people and away from advanced technical agriculture. Administrators and training leaders need to have more district workshops in both technical agriculture and social sciences. County agents will do advanced study on college campuses, even at the expense of being away from home and out of the county. It is recommended that an annual three weeks graduate level training school at Texas A. and M. College be set up to involve all agents once every five years, and that an advisory committee plan continuing education programs.

TRAINING NEEDS IN 4-H LEADER DEVELOPMENT. Apodaga, Toribio. Colorado State University, Fort Collins, Colo. 79p. June 1962.

The purpose of this masters thesis was to determine the county extension worker's training needs as they related to 4-H leader development and ways in which these needs could best be met. The method used was a questionnaire mailed to all county extension workers in New Mexico, and to the state leaders of 4-H Clubs in seven other states. The results showed that the best way to build an effective 4-H club program is by having a continuous agent development program. This study seemed to indicate --(1) areas of agents' training needs, (2) agent development is a continuous process, (3) agents' experience and needs should carefully be considered in planning training programs, and (4) agents' training needs largely coincide with leaders' training needs. Sample questionnaires, letters, and tables of statistics are included in 18 appendixes.

COMMUNICATION CONCEPTS FOR ADULT EDUCATORS. Pletsch, Douglas H. Paper presented at the National Seminar on Adult Education Research (Toronto, February 9-11, 1969). EDRS Order Number ED 025 727, price MF $0.25, HC $0.85. 15p. 11 February 1969.

The methodology used in the study of communication concepts by the adult educator in agriculture is explained, in order to develop more effective training programs and materials. Four stages were delineated to clarify procedural aspects of the study: (1) determination of anticipated behavioral requirements for future competence in communication of social change, through assessment of technical, social, and economic trends in society; (2) identification of relevant communication concepts by reviewing literature and submitting them to a screening process; (3) definition and description of most important concepts; (4) suggestion of educational objectives useful in increasing competency in communication to implement educational change. Twelve of the more important intellectual behavior requirements for adult agricultural educators, and 31 concept groupings are listed, including an example of the concept "persuasion." General objectives

to provide a basis for more specific teaching objectives and learning experiences are listed and an illustration given.

VIII. STAFF

A. RECRUITMENT, SELECTION CRITERIA

IDENTIFICATION AND ANALYSIS OF PROBLEMS AND POLICIES ASSOCIATED WITH STAFFING OF SELECTED UNIVERSITY -- A.I.D. AGRICULTURE AND HOME ECONOMICS ASSIGNMENTS OVERSEAS. Troyer, Donald Robert. Wisconsin Univeristy, Madison, Wisc. University Microfilms, (Order No. 64-3246, MF $4.10, Xerography $14.40). Ph.D. Thesis. 319p. 1964.

A study was to identify policies and problems related to staffing University-AID (Agency for International Development) Contract projects overseas, and job satisfactions and dissatisfactions of those who have worked overseas. Data were obtained by 84 personal interviews at four universities that have had agriculture and/or home economics contracts with AID. One group of respondents had served overseas; a second group had not; and the third group were administrators with responsibility for staffing overseas positions. The major administrative problem was in locating and assigning persons; other problems were the lack of financial support for certain phases of overseas contract programs, and the interruption of professional work. Dissatisfaction with overseas work was caused by problems of organizational policy and administration and lack of achievement; satisfaction was the result of recognition of one's work.

A STUDY OF PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION AMONG COMMUNITY COLLEGES IN MICHIGAN. Messerschmidt, Dale Harvey. Michigan State University, East Lansing, Mich. University Microfilms, (Order Number 68-4191, MF $3.00, Xerography $6.40). Ph.D. Thesis. 135p. 1967.

The purpose of this study was to determine the practices used by community colleges in the State of Michigan to recruit, hire, and prepare part-time instructors in vocational-technical education, and to compare certain attitudes on six selected variables. Administrators of programs at twelve colleges were interviewed and the Minnesota Teacher Attitude Inventory and a personal data sheet administered to 327 instructors employed by the community colleges. Results from the interviews showed, among other things, that local business and industry were the primary source of part-time instructors for community colleges, and that topics which instructors wanted in inservice education included teaching methods, examination item writing, lesson plan preparation, and the philosophy of the community college. Tests of hypotheses concerned with the instructors' attitudes toward students showed that the length of teaching experience and course work in edu-

cation had an effect on the attitudes of part-time instructors but no effect on the attitudes of full-time instructors; the age at which part-time and full-time instructors started teaching had no effect on instructors' attitude toward students.

THE ORGANIZATION, STAFFING, AND FUNCTIONS OF AREA COOPERATIVE EXTENSION WORK McLarty, Iris W. Tennessee University,Knoxville, Tenn. M.S. Thesis. 113p. August 1964.

A study of the organization, functions, and staffing patterns of area extension workers (AEW) in the United States and Puerto Rico revealed that 448 AEW (1962) were reported in 12 categories, ranked according to numbers: (1) plant science; (2) resource development; (3) animal science; (4) soils irrigation, agricultural engineering and entomology; (5) farm and home development; (6) marketing and consumer information; (7) 4-H club work; (8) home demonstration; (9) test demonstration and watershed; (10) economics and public affairs; (11) administration; and (12) mass media. Regions having the largest numbers of AEW were Southern (198) and Central (172), with most being specialists in plant science or resource development. AEW were generally financed by state or federal funds and were staffed in their areas because of geography, economy in travel, special audiences, and needs for intensified assistance. AEW administration varied regionally but was usually divided between district and regional supervisors. Main reason for staffing in areas larger than counties is that the county agent's training is limited, and the state specialists do not have time to satisfy the needs. The questionnaire used in the study is included in the appendix.

TRAINING OF EXTENSION PERSONNEL IN PAKISTAN AND THE UNITED STATES OF AMERICA. SPECIAL PROBLEMS REPORT. Khan, Ghulam Subhani. Washington State University, Pullman , Washington. EDRS Order Number ED 028 311, price MF $0.50, HC $4.85. Master of Extension Thesis. 95p. January 1965.

The study explored how extension personnel in Pakistan and the United States are selected and trained. Criteria for selection training curricula, areas of specialization, entry into professional practice, conducting of extension work, and extent of inservice training given to overcome problems and difficulties, were studied. Suggestions for improvement of training in Pakistan are made where applicable. A brief description of the geography, village people, and problems is provided. A need for improvement was identified for such areas as practical training of agents, youth work training, research, counseling services, provision of graduate work, cooperation and coordination between extension training institutions and field departments, and training in extension education methods and human relations.

EVALUATION OF APPLICATION BLANKS USED IN THE COOPERATIVE EXTENSION SERVICE WITH SPECIAL ATTENTION GIVEN TO THEIR VALUE IN THE PERSONNEL SELECTION PROCEDURE. Bath, Robert Wayne. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 63-7577, MF $2.75, Xerography $8.60). Ph.D. Thesis. 188p. 1963.

Cooperative Extension service application blanks were evaluated with special attention to their value in personnel selection. Extension agent application blanks from the 50 state extension services were analyzed to determine common and unusual items. Responses submitted by 194 applicants to the Minnesota Cooperative Extension Service were also examined. Relationships were determined between successful and less successful male county extension personnel and between employed and unemployed applicants. As shown by analysis of data and in a review of pertinent literature, application blanks items varied widely by states, selection by paired comparisons was satisfactory when based on the criterion of job performance, responses relating to employment status were statistically more significant than data on relative success, and the weighted application blank technique and discriminant functions analysis would have slightly improved the selection of successful employees.

THE SELECTION AND TRAINING OF INSTRUCTORS. Memorandum No. 6. Great Britain. Ministry of Labour. Central Training Council. Available from Her Majesty's Stationery Office, London. 8p. M-6 May 1966.

The off-the-job training instructor must know the skill he will teach, have broad early training, and possess such personal qualities as self-reliance, confidence, and the ability to get along with others. The Ministry of Labour trains instructors through the Job Instruction Program in the Training Within Industry scheme, which develops instructing skills of supervisors rather than trains full-time instructors and is an aid to instructor selection. At the two Instructor Training Colleges, attached to the Government Training Centres at Letchworth and Hillington, two-week training is given in several trades. Students are shown the best techniques of industrial teaching and each is given six practice periods during which he gives (1) two demonstrations to a fellow student and one to a group on how to perform a manipulative job, (2) a trade talk, and (3) two half-hour lessons to a class. The capacity of the Instructor Training Colleges is being expanded to provide 2,500 places a year and other Government Training Centres will be set up if necessary. Evaluation is being made of the training courses and methods of instruction.

SELECTING THE ADULT EDUCATOR. Healy, Daniel J. New York University, N.Y. University Microfilms, No. Mic 59-6240, MF $2.50, Xerography $8.20. Ph.D. Thesis. 180p. 1959.

Research sought to (1) identify criteria used by directors of public school adult education programs in selecting their teachers for instruction in vocational, avocational, cultural, and academic subjects, (2) validate specific criteria of selection and (3) test the criteria. A questionnaire technique identified nine valid teacher selection criteria which composed the testing instrument sent to students enrolled in public school adult education programs in Nassau County. Additional data on rated teachers was gathered to compare those who had training as teachers of youth and those who had not. There were no significant differences in the nine criteria of selection among the two groups of teachers. It was concluded that teacher certification for teaching of youth is an indefensible criterion for selection of public school adult education teachers, that Nassau County is terminating a rapid period of growth, and that expansion of public school adult education will continue at a reduced rate. The data also indicated a wide diversity of opinion among directors of public school adult education programs on the criteria used for selecting teachers.

STAFFING THE EVENING COLLEGE, A STUDY OF TWELVE INSTITUTIONS IN THE MIDDLE ATLANTIC REGION. Sager, Garrett A. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 63-3963, MF $3.95, Xerography $13.95). Ph.D. Thesis. 307p. 1963.

Six aspects of staffing -- selection, orientation, promotion, faculty inservice growth, salary administration, and evaluation of faculty -- were studied through questionnaires and follow-up interviews at 12 evening colleges in the Middle Atlantic Region. Many principles advocated in the literature were found in common use (including using standard personnel application forms, holding personal interviews prior to appointment, providing orientation handbooks, developing simple salary schedules, determining promotion on an ad hoc basis, and evaluating faculty via informal and indirect methods) but many more were not. The functions of most evening colleges studied were ambiguous, sometimes unrelated to the aim of providing college-level education for adults. Staffing conditions were characterized by confusion over the roles of day and evening officials, by lack of awareness of the complexity of the staffing process,by failure to divide and assign authority and responsibility, and by scarce and inadequately written policies. Staffing was most effective in those evening colleges having nuclei of full-time evening faculty members, organized into departments responsible only to the evening dean, and devoting their undivided attention to evening college affairs.

B. STAFF EVALUATION

SIXTH TEACHER EVALUATION AND PRE-POST TEST RESULTS OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM. Gran, James R. EDRS Order Number ED 030 035, price MF $0.25, HC $1.70. 32p. 1968.

The evaluation of the Jackson County Adult Evening High School Completion Program was based on pre- and posttests of 30 teachers who responded to questions arranged in subject areas. Returns showed that: (1) Most teachers do not recognize a need for inservice training; (2) Coordination of the course study in English classes, help on methods and materials, and exchange of ideas are seen as the areas of greatest need; (3) Most teachers do not encounter serious problems; (4) Suggestions for improvement are somewhat limited from an administrative point of view; (5) Adults learn more in a short period than do regular high school students.

AN ANALYSIS OF THE EXTENSION WORKER'S KNOWLEDGE OF EXTENSION PROGRAMS. Stonecipher, Charles Leroy. Wisconsin University, Madison, Wisc. University Microfilms, (Order Number 66-9972, MF $3.00, Xerography $8.00). Ph.D. Thesis. 195p. June 1966.

Forty-four employees of the General Extension Division of the Nebraska Agricultural Extension Service and 119 Agricultural Extension employees of the University of Nebraska comprised the population of this study comparing personnel's knowledge of Agricultural Extension and General Extension programs and differences in knowledge of programs according to job position and tenure. Subject content, methods and techniques, sources of finance, service activities provided, and clientele were specific aspects considered. Data were gathered from Extension records, interviews with administrators, and through questionnaires mailed to personnel. Frequency counts and percentages present workers' responses. Some general findings were that personnel were more knowledgeable about their own programs than those of the other extension organization, personnel of neither organization knew the relative emphasis given to specific areas or greatest source of funds, personnel viewed the programs and clientele of the two organizations as similar, and knowledge of extension programs and tenure were related among General Extension administrators.

AN EVALUATION OF 4-H ADULT LEADERS AND THEIR TRAINING IN SEVEN CENTRAL COUNTIES. Miller, Standford Keith. Indiana University, Bloomington, Ind. Masters Thesis. June 1967.

A study was made of the capabilities and experience of 4-H Club leaders and of their training. Two mailed questionnaires obtained data

from 78 leaders in seven Indiana counties. County extension agents rated the leaders as to experience and capability. Although the more capable 4-H leaders felt they were more adequately trained than the less capable, none of the 78 felt they had received a high degree of training. Less capable leaders valued their training to a higher degree and received a higher percentage of training by attending county district training meetings, while more capable leaders received more training through personal contact with the County Extension Agent. Most training requests were for "how to keep teenagers in 4-H," and "project information and requirements." The more experienced leaders had had greater training in understanding the needs of boys and girls. It was concluded that 4-H club leaders are not adequately trained, do not highly value their training -- especially planned sessions, and training requests vary according to experience and capabilities. (Appendixes include the questionnaire used ,rating scale, and survey form.)

THE RELATIONSHIP BETWEEN DOGMATISM AND PERFORMANCE AS MEASURES OF PROBLEM-SOLVING ABILITY AMONG PROFESSIONAL ADULT EDUCATORS (COUNTY EXTENSION AGENTS). Funk, C. Dennis and Carter, G. L., Jr. Paper presented at the National Seminar on Adult Education Research (Chicago, February 11-13, 1968). EDRS Order Number ED 017 850, price MF $0.25, HC $1.55. 29p. February 1968.

To determine the relationship between dogmatism and performance as measures of problem solving ability in extension agents, a study was made of 486 agents and 23 supervisors in five states. Agents responded to mailed questionnaires and their supervisors returned performance ratings. The degree of open-mindedness was measured on the Rokeach Dogmatism Scale and performance scores were measured by ratings by the supervisors using the Lawshe Kephart Personnel Comparison System. An inverse relationship between level of dogmatism and performance was indicated. It was most strongly associated with middle aged agents, and those with less than a Master's degree. A slight positive relationship was shown between age and dogmatism, and a strong negative association between level of education and dogmatism. Analysis also suggested that agents low in dogmatism were rated higher in performance than agents high in dogmatism regardless of the degree of dogmatism of the supervisor.

AN EXPLORATORY STUDY OF ADULT HOMEMAKING EDUCATION IN RELATION TO TEACHER PREPARATION AND PROGRAM PLANNING. Nunn, Helen Cleola Robinson. Cornell University, Ithaca, N.Y. University Microfilms, (Order Number 66-7843, MF $3.00, Xerography $6.20). Appeared in Journal of Home Economics; v6 n9 p728-730. November 1968. Ph.D. Thesis. 126p. 1968.

This study investigated the relationship of vocational home economics teachers backgrounds (level of education, higher educational preparation to teach adults, vocational teaching experience) to effective program planning, teacher evaluation, procedures, and effectiveness of teaching as measured by dropout rates in adult homemaking classes. Questionnaire respondents were 200 vocational home economics teachers in Arkansas who had taught at least one adult. These were among the findings: (1) the most effective teachers were flexible in program planning and teaching methods, sensitive to the progress of their students, skillful at obtaining useful feedback, and responsive to the needs of the particular group; (2) these teachers depended on their own teaching abilities rather than those of resource persons; (3) formal education showed little correlation with effective program planning and teacher evaluation, and the background variables as a whole contributed to effectiveness only if teachers had learned appropriate methods of program planning and evaluation. A need was seen for preservice and inservice education incorporating practical experience working with adults.

FACTORS RELATED TO THE EFFECTIVENESS OF TEACHERS OF SHORT-TERM ADULT VOCATIONAL COURSES. Jones, Charles Irving. Florida State University, Tallahassee, Fla. University Microfilms, (Order Number 67-11,161, MF $3.00, Xerography $8.60). Ed.D. Thesis. 190p. 1967.

Data obtained from 44 vocational teachers and 519 adult students included measures of student verbal gain, manual gain, satisfaction, and persistence, and of teachers' educational level, experience teaching adults, years of trade experience, age, mental ability, subject matter knowledge, teaching style, and number of teaching techniques used. The teacher's mental ability, age, and teaching experience were not positively correlated with student satisfaction, persistence, and verbal and manual gain. Verbal and manual gain were correlated with teacher's subject knowledge. Teacher's educational level was negatively correlated with student satisfaction and years of trade experience was negatively correlated with persistence. Teaching style and number of teaching techniques used did not influence students. Student manual gain was positively correlated with verbal gain and negatively correlated with satisfaction and persistence. It was recommended that scores on skill development tests be a major criterion in the certification and selection of teachers of adult vocational courses where student verbal and manual gain are objectives. Administrators should select course objectives before selecting teachers.

A COMPARISON BETWEEN STUDENT EVALUATIONS OF FULL-TIME AND PART-TIME FACULTY IN UNIVERSITY COLLEGE, UNIVERSITY OF LOUISVILLE. Krauss, Martin L. Indiana University, Bloomington, Ind. University Microfilms,

(Order Number 63-2603, MF $2.70, Xerography $6.60). Ed.D. Thesis. 137p. 1962.

To compare teaching effectiveness of part-time teachers in the University of Louisville's University College with that of the full-time faculty, the Purdue Instructor Performance Indicator, a forced-choice rating scale, was administered to 1,122 day and evening students at the end of the 1960 fall semester. The data were subjected to three analyses -- (1) testing for significant difference in the student's ratings of the two groups of instructors, (2) correlating the ratings of full-time faculty by their day and evening students, and (3) analyzing the 24 characteristics of effective instruction comprising teaching skills, student relationships, and personal traits. The teaching of the part-time faculty appears to be as effective as that of the full-time faculty. In fact, the practical experience of the part-time faculty helps them to relate academic subjects to everyday life. Both faculty groups display the same strengths and weaknesses in teaching and evening and day students evaluate the full-time faculty alike. The practice of employing part-time personnel to teach evening classes seems to be justified in terms of classroom performance as evaluated by students. The Purdue Instructor Performance Indicator and tables are included.

IX. INSTRUCTIONAL MATERIALS

HANDBOOK FOR TEACHERS OF ADULTS. Koehler, Lawrence E. California State Department of Education, Sacramento. Bureau of Adult Education. EDRS Order Number ED 031 659, price MF $0.50, HC $4.50. Revised Edition. 88p. 1968.

This revised edition of the 1951 bulletin of the California State Department of Education updates materials from the original handbook, includes information from a handbook on inservice teacher training, and adds a brief history of adult education. It should be of practical value to teachers of adults, their supervisors and school administrators. The first chapter provides the history of public school adult education in California. Three chapters cover the curriculum, preparation of an instructional program, and teaching materials. The nature of the adult learner is discussed, and the methods and techniques of teaching adults. A chapter discusses evaluation of the program, staff, and/or students in adult education. Identification, recruitment, and training of teachers of adults is next covered; there is discussion of fringe benefits, such as credentials, tenure, sick leave, and returement benefits.

A GUIDE TO EFFECTIVE TRAINING FOR INSTRUCTORS. International Correspondence Schools, Scranton, Pa. Available from International Correspondence Schools, Scranton, Pa. 18515 ($2.95). 71p. May 1968.

This manual provides information on good instruction techniques and practices. Topics include: program planning, the learning process, communication, planning the individual session, communication aids, methods of teaching, conduct of the instructor, motivation and control of the group, the art of questioning, and evaluation. Examples of tests, questionnaires, and evaluations are also included.

REPORT ON VALIDATION OF PROGRAMED INSTRUCTION SERIES: "INSTRUCTIONAL METHODS AND TECHNIQUES." Social Security Administration, Washington, D.C. Office of Administration. Available from Office of Administration, Social Security Administration, Washington, D.C. 193p. October 1966.

Using 39 persons from the Social Security Administration, Internal Revenue Service, and Railroad Retirement Board, validation studies were made of seven Social Security Administration programed texts for

instructor training. Only four subjects had had formal training in instructional methodology; all subjects were considered potential instructors. Clerical, technical, and professional personnel were included. Federal work levels were GS-3 through GS-14; the educational range was 12 through 20 years. Training controls, factors in learning and retention, effective communication techniques, methods of oral group communication, instructional methods, and training aids were the subject content. Pretests and criterion tests were used, together with individual testing versus group testing. Student scores for individual and group conditions, and analyses of performance by education, type and level of work, and prior subject knowledge indicated that, with relatively few changes, the programed text will be suitable and effective in instructor training involving students normally available in Federal agencies.

USAF INSTRUCTORS JOURNAL. DCS/Technical Training, Hq. ATC, Randolph AFB, Texas. Quarterly. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20401 -- $1.50 per year domestic, $0.50 additional for foreign mailing, and $0.40 a single copy.

The objectives of this journal are to stimulate the Air Force instructor toward self improvement, to provide a vehicle for more experienced instructors to disseminate knowledge about instruction, and to keep instructors current in the rapid changes in education and training.

TRAINING AND DEVELOPMENT JOURNAL. American Society for Training and Development Madison, Wisconsin. 1947. Monthly. Subscriptions should be sent to James W. Pearson, ASTD Executive Director, 313 Price Place, P.O. Bos 5307, Madison, Wisc. 53705. Annual subscription for non-members $12.50; for members $10.00. Single copies $1.75.

Articles and book reviews dealing with education and training to better utilize available manpower in business and industry are presented monthly. Most articles report and evaluate programs already carried out, with implications for further application in other companies.

INDUSTRIAL TRAINING FOR MANUAL OPERATIONS. Seymour, W. Douglas. Available from Sir Isaac Pitman & Sons, Ltd., 39 Parker Street, London W.C.2, England. 212p. 1966.

Designed mainly for personnel and training officers, work study personnel, and others directly concerned with manual skill and productivity,

this book details the principles and practice of specialized, analytical methods of training workers for semiskilled repetitive jobs, and shows the reduction in learning time and cost which have been achieved, along with improvements in productivity and quality. The "part" method of skill training is explained, followed by specific steps in analyzing psychomotor skills. Also considered are the stages in planning specialized training courses, fault analysis and quality control, motivational techniques and other procedures for successive stages of training, the preparation of instructors for teaching and trainee supervision, training center organization and supervision, special problems in retraining older workers, and specific results of training in several British firms. The document includes 35 figures, and index, and a specimen training course in seamless hosiery linking.

THE SUPERVISOR AND ON-THE-JOB TRAINING. Broadwell, Martin M. Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867. 141p. 1969.

A handbook for supervisors provides an easy approach to conducting on-the-job training. It covers: Why train? Why and how people learn; On-the-job or classroom training? Analyzing the job; Determining objectives; Preparing to train; How to train; Evaluating objectives; Recording the training; and Following up.

INCREASING KNOWLEDGE IN SOCIAL SCIENCE AMONG AGRICULTURAL EDUCATORS. FINAL REPORT. Jones, Joseph H., Jr. and others. Louisiana State University, Baton Rouge, La. Department of Vocational Agricultural Education. EDRS Order Number ED 032 387, price MF $0.50, HC $3.65. 71p. June 1968.

Social science concepts are presented as related parts of a systematic approach to understanding and predicting human behavior and implementing programs. This monograph was developed to improve the effectiveness of the change agent in agricultural education by increasing his knowledge in the area of social sciences relating to initiating and bringing about change among people. Major chapters are: (1) "Man, The Acting Being," by J. Bohlen, establishing man as a social being who builds up his experience world principally through interactions with his fellows, (2) "The Process of Communications," by J. Bohlen, explaining how this interaction takes place, (3) "Some Basic Units and Models of Social Structure and Interaction," by A. Bertrand, explaining why behavior is patterned and predictable, (4) "Social Power," by Q. Jenkins, discussing the capacity to control, (5) "The Process of Adoption of Innovations," by J. Bohlen, relating the manner in which any given individual accepts or rejects an idea new to him, and (6) "Social Action," by G. Beal, concerning how change agents can bring

about alteration of behavior of actors who are members of given social systems. A glossary of the important concepts discussed by the contributors is appended.

INTRODUCING SOCIAL CHANGE, A MANUAL FOR AMERICANS OVERSEAS. Arensberg, Conrad M. and Niehoff, Arthur H. Available from the Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606. 235p. 1966.

Organized around anthropological concepts and concerns, this manual is designed for various categories of Americans working to introduce new ideas and techniques to cultures other than their own. The first two chapters provide an introduction to cultural problems in general and a description of the concept of culture, including the effects of race, language, and environment on cultural progress plus the conservatism, values, and integration found in all culture. Other chapters treat unplanned changes in culture, major factors relevant to planned cultural change, shared characteristics of all or most underdeveloped areas, American cultural values and assumptions that affect interaction between overseas change agents and members of other societies, field problems encountered by innovators, and social science research methods that can be adapted to their needs. The document includes a bibliography, an index, 42 references, and a selected list of case histories of socioeconomic change projects.

COMMUNITY DEVELOPMENT MANUAL. VOLUME 1. ATTITUDINAL COMMUNITY DEVELOPMENT. VOLUME 2. BLOCK PROFILES. VOLUME 3. COMMUNITY DEVELOPMENT TRAINING. FINAL REPORT. Evans, Dan, Comp. Block Communities, Inc. New York, N.Y. Clearinghouse for Federal Scientific and Technical Information, (PB-183-606, MF $0.65, HC $3.00). 348p. 1966.

The document considers several unfortunate cycles: (1) belligerent students cause desperate teachers, who cause more belligerent students; (2) ineffective parents cause bewildered youth who never take advantage of existing opportunities and who create, in turn, more bewildered children; (3) browbeaten tenants cause callous landlords to neglect buildings, where more browbeaten tenants are created. Attitudes (largely negative) of poor people in East Harlem toward community conditions and existing poverty programs are surveyed. Five detailed East Harlem block profiles are presented; they stress the field activities of block worker trainees and the involvement of youth in discussion and problem solving. Elements of training for Block Communities, Inc. trainees are also described separately in greater detail. In addition, the role of community development in preventing drug addiction is briefly examined.

TEAM LEADER: REFUGEE WELFARE FIELD MANUAL. Neal, Thomas. Community Development Foundation, Norwalk, Conn. Available from Community Development Foundation, 40 Boston Post Road, Norwalk, Conn., 06852. 65p. June 1968.

The preparatory manual is one of a series produced by the Refugee Welfare Training Team in Qui Nhon, Binh-Dinh Province, Vietnam, for use in training teams of government personnel to work with refugees. The purpose was to improve living conditions, overcome lethargy and despair, develop a community structure, engage group action, and prepare for living in secured villages. This guide outlines methods and procedures for emergency as well as more stable conditions. The ten week course is administered by the staff of the Community Development Foundation under contract with the United States Agency for International Development in cooperation with the Ministry of Social Welfare and Refugees. The team leader's duty is to provide direction, guidance, and support to team members; and technical assistance, material aid, and moral support to refugees; and to ensure the implementation of social welfare policy in the field. Emphasis is on cooperation with community officials, other government and voluntary agencies, and armed forces, both domestic and foreign. The manual includes a profile of the refugee, instruction in team management, program management, and organization services, a test on course content, and charts illustrating the power structure at various levels.

EXTENSION IN RURAL COMMUNITIES, A MANUAL FOR AGRICULTURAL AND HOME EXTENSION WORKERS. Savile, A. H. Available from Oxford University Press, New York, N.Y. 160p. 1965.

A practical guide is provided for trainers of advisory and extension workers and local leaders in agriculture and community development in developing nations. Basic principles of agricultural extension, community survey procedures, elements of program planning, and purposes and methods of program evaluation are described. Then follow two chapters on adult learning and motivation and teaching methods, including mass, group, and individual methods, and the use of visual aids. Farmers' organizations, cooperative societies, and clubs are treated in three chapters. There is a chapter on training of junior extension workers, both men and women. Appendixes include forms and circulars used by the Department of Agriculture, Sarawak -- community survey summary, farm survey form, handbook for Four-H Clubs, and instructions for conducting a Four-H meeting. There is a bibliography and index.

DEVELOPMENT OF A FILM ON HOMEMAKER SERVICES FOR INTERPRETATION TO THE PUBLIC AND TRAINING PROFESSIONAL AND NONPROFESSIONAL PERSONNEL. FINAL

REPORT. Jacoby, Alberta. Mental Health Film Board, Inc., New York, N.Y. EDRS Order Number ED 016 074, price MF $0.25, HC $0.50. 8p. March 1967.

A 28-minute film, "Homefires," dramatizing three case histories of homemaker service, was developed to be used as a training aid, an instrument for making communities aware of the service, and a tool for recruiting candidates to the homemaker aides training programs. Homemaker service is a form of assistance provided by health and welfare agencies when a family or individual cannot maintain living and household routine during a time of stress or crisis.

THE INSURANCE INSTRUCTOR. Jelfs, Eric. Available from The Chartered Insurance Institute, 20 Aldermanbury, London EC2, England (15s). Occasional paper 3 of The Chartered Insurance Institute. 74p. 1969.

This guide for insurance instructors covers teachers, lesson material, and students. It is directed to the training officer and his team, and is particularly relevant to the teaching of entrants into the insurance business. Since the new insurance employee usually has had no technical education, a thorough training program must be available. The responsibility to devise effective systems of staff training rests with individual companies and other bodies. Among sections of the booklet intended to aid companies to implement these programs are the outline for a short instructor training course within the company and sections on: understanding the students; designing the course; lesson planning; student participation; classroom management; and evaluation techniques. Six appendixes include: instructors' course handouts; specimen programs for new entrants' courses; specimen lesson plans; insurance topics which can be presented visually; specimen accident sheets; and specimen test papers for new entrants' courses.

GROUP DEVELOPMENT, PRINCIPLES AND TECHNIQUES FOR WORKERS IN GROUP SERVING ORGANIZATIONS. Dimock, Hedley G. Sir George Williams University, Montreal (Quebec), Canada. 273p. 1966.

Written for workers whose full time job is giving leadership to group programs in educational, social and recreational community serving organizations, this book covers various areas of group development which are related to successful functioning and a sufficient amount of detail to enable a worker to do actually what is discussed , such as chairing a meeting, or constructing a sociogram, or evaluating a program. The three sections of the book deal with understanding groups, discovering group needs and problems, and applications by group service workers, respectively.

CONTINUING EDUCATION FILM SURVEY, A NATIONAL SURVEY OF 16MM FILMS PREPARED FOR THE 1968 NYAPSAE ANNUAL CONFERENCE. Campbell, Boyd P. and Williams, Harold A. New York State University, Albany, N.Y. EDRS Order Number ED 019 615, price MF $0.25, HC $1.25. 23p. 1968.

As part of its 1968 film search, the New York Association for Public School Adult Education sent a nationwide questionnaire to libraries, universities, state education departments, college and university professors, state and national associations, and commercial film companies is order to learn what adult education films have been developed or found useful in recent years for administration, public relations, and interpretation of adult education, for the inservice training of teachers and adults, and as adult education curriculum aids. The resulting selective, annotated list of 162 16 millimeter films covers the above categories, and includes films in the areas of citizenship, vocational education, family life, personal development, and general education. The sources, length, and subject matter of the films are indicated.

SYLLABUS FOR TRAINING THE POLICE TRAINER. Wisconsin University, Madison, Wisc. University Extension. EDRS Order Number ED 015 372, price MF $0.25, HC $2.15. 41p. January 1967.

This four-week course, developed and administered by the Institute of Governmental Affairs, Law Enforcement Education, University Extension, of the University of Wisconsin, is designed to prepare law enforcement officers to be instructors and training officers, to upgrade existing instructors, and to enable training officers to give effective assistance to superiors. The syllabus covers introductory sessions (six hours), teaching methods and techniques (31 hours), evaluation techniques (nine hours), program administration (six hours), sources of information and assistance (nine hours), practice teaching using lectures, discussions, demonstrations, training aids, and other techniques singly and in combination (38 hours), examinations or critiques (three hours), and student conferences and other scheduled events (one to three hours). In addition, 15 hours should be devoted to preparing for classes. Also included are student selection procedures, textbook, facilities, staff qualifications, cost variables, and provisions for trainee guidance and evaluation.

AIAOS ADDITIONS TO PRINCIPLES AND TECHNIQUES OF INSTRUCTION. Air University, Maxwell AFB, Ala., Academic Instructor and Allied Officer School. EDRS Order Numer ED 024 876, price MF $0.25, HC $2.70. 52p. November 1967.

Designed as additional materials for study by Air Force academic instructor resident trainees, these chapters review retention, transfer

of learning, and other elements and principles of learning; steps in preparing effective instructional materials, together with criteria for self-appraisal; the setting of desired learning outcomes, selection of instructional materials, and other stages in lesson planning; the use and design of teaching interviews so that persons with special experiences and qualifications can satisfy planned learning outcomes for students; and guidelines for using various types of case studies in Air Force teaching. Also included are a model of training techniques and learning objectives, a sample lesson plan, and a selected bibliography on the case study method.

NOTE ON AVAILABILITY

Many documents listed in this booklet are available in one or more reproduction forms -- microfilm, hard copy, microfiche. Hard copy is a paper photo copy or facsimile of the original document. It has a paper cover and is not hard bound. The print size if 70% of the original. Microfiche is a reproduction on a 4x6 inch sheet of film with up to 70 images, each representing a page of the original document. The titles are eye-readable, but a standard microfiche reader is required to enlarge the images for reading purposes.

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Adult Education and the Disadvantaged Adult, by Darrel Anderson and John A. Niemi	ED 029 160	$0.50	$5.65
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